

EPSB Meeting Agenda¹
EPSB Offices, 100 Airport Road, Frankfort, KY 40601
August 27, 2007

Sunday, August 26, 2007

4:00 PM – 6:00 PM Biennium Budget Workshop
EPSB, Conference Room A

6:15 PM – 8:00 PM Informal Board Dinner at Johnny Carino's (Franklin Square,
Frankfort, KY)
NO BUSINESS WILL BE CONDUCTED

Monday, August 27, 2007

9:00 AM EDT **Call to Order**

[Approval of June 18, 2007 Minutes](#) (Pages 1-22)

Open Speak

Report of the Executive Director

- A. Report from the Kentucky Department of Education
(Mr. Steve Schenck)
- B. Report from the Council on Postsecondary Education
(Dr. Jim Applegate)

Report of the Chair

- A. Appointment of Nominating Committee for Chair and Vice Chair
- B. Appointment of Committee for Annual Evaluation of Executive
Director
- C. [Appointments and Replacements for Kentucky Advisory Council on
Internships \(KACI\)](#) (Pages 23-24)

Committee Reports

Information/Discussion Items

- A. [Kentucky Teacher Internship Program \(KTIP\)/Interdisciplinary
Early Childhood Development \(IECE\) Teacher Performance
Assessment Plan](#) (Ms. Cindy Owen) (Pages 25-34)
- B. [June 2007 Test Reviews and Standard Setting Study](#) (Ms. Owen)
(Pages 35-46)
- C. [2008 Legislative Agenda](#) (Ms. Sneed) (Pages 43-44)
- D. [Report on the Preparation of Math and Science Teachers](#)
(Mr. Terry Hibpshman, Dr. Marilyn Troupe) (Pages 45-46)

NOTE: All agenda items may be accessed on the EPSB Web site at: <http://kyepsb.net/boardinfo/meetingagendas.asp>.

- E. [16 KAR 1:010: Standards for Certified School Personnel, Amendment, Notice of Intent](#) (Dr. Troupe, Ms. Alicia Sneed) (**Pages 47-56**)
- F. [The Master's for Rank II Redesign Programs: Amendment, Notice of Intent for 16 KAR 2:010, 16 KAR 4:010, and 16 KAR 5:010. Repeal, Notice of Intent for 16 KAR 8:021](#) (Dr. Troupe, Ms. Sneed, Mr. Michael Carr) (**Pages 57-122**)
- G. [Financial Report for Fiscal Year 2007](#) (Mr. Gary Freeland) (**Pages 123-124**)
- H. [Awarded Contracts](#) (Mr. Freeland) (**Pages 125-126**)

Action Items

- A. [Approval of Contracts](#) (Mr. Freeland) (**Pages 127-130**)
- B. [Alternative Route to Certification Proposal: University of Louisville, Administrator Certification, Option 6](#) (Dr. Troupe) (**Pages 131-140**)
- C. [Request to be Recognized as a Kentucky Educator Preparation Institution to Offer the Master of Education and Rank I Programs, Indiana Wesleyan University](#) (Dr. Troupe) (**Pages 141-142**)

Waivers

- A. [16 KAR 7:010. Request to Waive Language Regarding December Payments to Resource Teachers](#) (Ms. Cindy Owen, Mr. Freeland) (**Pages 143-146**)
- B. [16 KAR 6:010. Request to Waive Kentucky Content Assessment Requirements for Secondary English and/or Secondary Mathematics - Ms. Noelle Carpenter](#) (Ms. Owen) (**Pages 147-152**)
- C. [16 KAR 6:010. Request to Waive Written Examination Prerequisites for Teacher Certification - Ms. Shatha Shakir](#) (Ms. Owen) (**Pages 153-158**)
- D. [16 KAR 4:060. Request to Waive 1/3 of the Renewal Requirement for a One-Time Certificate Extension – Mr. Gary Baker](#) (Mr. Carr) (**Pages 159-160**)
- E. [16 KAR 3:040. Request to Waive Teaching Experience for Director of Special Education Certificate – Ms. Tracy Dunn](#) (Mr. Carr) (**Pages 161-164**)
- F. [16 KAR 2:010. Request to Waive Experience Requirement for Issuance of the TC-HQ Certification Process – Kristen Eichler](#) (Mr. Carr) (**Pages 165-168**)
- G. [16 KAR 4:060. Request to Waive 1/3 of the Renewal Requirement for a One-Time Certificate Extension – Ms. Peggy Petrone](#) (Mr. Carr) (**Pages 169-170**)

- H. [16 KAR 4:060. Request to Waive 1/3 of the Renewal Requirement for a One-Time Certificate Extension – Ms. Heather Turner](#)
(Mr. Carr) (Pages 171-172)

Board Comments

Following a motion in open session, it is anticipated that the board will move into closed session as provided by KRS 61.810 (1) (c) and (1) (j).

Certification Review and Revocation: Pending Litigation Review

Following review of pending litigation, the board shall move into open session. All decisions will be made in open session.

Adjournment

Next Regular Meeting:
September 24, 2007
EPSB Offices
Frankfort, KY

The actions delineated below were taken in open session of the EPSB at the June 18, 2007 regular meeting. This information is provided in summary form; an official record of the meeting is available in the permanent records of the Education Professional Standards Board (EPSB), 100 Airport Road, 3rd Floor, Frankfort, KY 40601.

Education Professional Standards Board (EPSB)
Summary Minutes of the Business Meeting
Louisville Marriott East, 1903 Embassy Square Blvd.
Louisville, Kentucky
June 18, 2007

Members Present:

Jim Cibulka
Frank Cheatham
Lydia Coffey
Jennifer Forgry
Kristin Gregory
Allan Paul
Zenaida Smith
Tom Stull
Lorraine Williams
Cynthia York

Members Absent:

Lonnie Anderson
Jim Applegate (for Tom Layzell)
Sam Evans
Rebecca Goss
Kent Juett
Rita Presley
Steve Schenck (for Kevin Noland)

Call to Order

Chairman Tom Stull convened the meeting at 9:10 a.m. EDT.

Amendment of the June 18, 2007 Agenda

Motion made by Dr. Jim Cibulka, seconded by Dr. Frank Cheatham, to amend the agenda to add Action Item D. Approval of Contracts.

Vote: *Unanimous*

Approval of May 14, 2007 Minutes

Motion made by Ms. Kristin Gregory, seconded by Dr. Cheatham, to approve the May 14, 2007 minutes.

Vote: *Unanimous*

Open Speak

Dr. Jacque Van Houten, a world language and international education consultant with the Kentucky Department of Education, addressed the tremendous need for foreign language teachers and foreign language certification in Kentucky. She stated that the production of foreign language teachers has been low in the last few years, especially for critical language teachers. *Critical language* has been defined by the government as those languages needed for cultural awareness, homeland and national security, and economic competitiveness. Currently Kentucky does not have any universities that provide teacher certification programs in critical languages such as Japanese, Chinese, and Arabic. If the EPSB could certify as teachers Kentucky residents who are native speakers of the critical languages, it

would be a great significance to the state. To fill the significant need for Chinese teachers in Kentucky, Ms. Van Houten must travel to China in search of teachers. She stated that board action to help facilitate foreign language teacher certification would be greatly appreciated.

Report of the Executive Director

Dr. Rogers thanked board members for their hard work during the summer retreat over the weekend. He informed the audience that the board had great conversation in the development of a plan in math and science education, particularly in the STEM disciplines. On Friday June 15, Dr. Rogers and other EPSB staff attended the Value-Added Assessment (VAA) conference where they listened to experts report on VAA. Dr. Rogers will send the VAA reports electronically to the board within the week. He stated that the EPSB is very committed to VAA as a component of accountability for teacher preparation programs.

Dr. Rogers further reported that the EPSB is very busy with the summer season. Six consultants process approximately 30,000 certificates a year, with a large portion of those certificates produced during the summer months. Additionally, Dr. Rogers informed the board that EPSB staff will be meeting with teachers and Local Educator Assignment Data (LEAD) and Kentucky Teacher Internship Program (KTIP) coordinators over the next few weeks to update them on what to expect for the upcoming school year.

Report from the Council on Postsecondary Education (CPE)

There was no report from the CPE.

Report from the Kentucky Department of Education (KDE)

There was no report from the KDE.

Report of the Chair

There was no report from the chair.

Committee Reports

There were no committee reports.

Information/Discussion Items

Containment of KTIP Expenses

Ms. Cindy Owen and Mr. Gary Freeland reported on the Kentucky Teacher Internship Program (KTIP) expenses. Ms. Owen stated that a dilemma has been reached regarding resource teacher payments.

KRS 161.030 requires that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky serve a one (1) year internship. The statute further states that the resource teacher shall be paid a reasonable stipend. 16 KAR 7:010 stipulates that a resource teacher shall be paid a stipend of \$1,400 for a year of service.

As presented at the May 14, 2007 meeting, due to the increase in the number of interns the cost of both KTIP and KPIP exceeds the allotted funds for Fiscal Year (FY) 2007. This will be the third consecutive year that the internship expenses have exceeded the amount allotted by the General Assembly. The continued use of agency operating funds to cover these

overages has resulted in the postponement of important infrastructure supports and upgrades. The agency can no longer continue to use agency operating funds to cover the overages of KTIP.

EPSB staff members have looked at many options to assist with the KTIP overages. Forecasted FY 2007 KTIP expenses will exceed the allotment by over \$800,000. EPSB staff met with the Education Cabinet and Governor's Office for Policy and Management (GOPM) to request additional funding. Working with the Office of Career and Technical Education (OCTE), the Education Cabinet was able to assist with funding through the federal Perkins Grant. This grant will pay for expenditures for Career and Technical Education interns, approximately \$300,000 in FY 2007 and \$350,000 in FY 2008. Even with the Perkins Grant, the EPSB will still need to use about \$200,000 in operating funds and \$300,000 of FY 2008 KTIP allotment to cover KTIP expenses for FY 2007. At the May 2007 meeting, the EPSB voted to write a letter to the Governor requesting emergency appropriations for the KTIP program.

Ms. Cindy Owen informed the board that the only option for staying within the allotment approved by the General Assembly may be to reduce resource teacher payments beginning with FY 2008. EPSB staff is researching the possibility of combining the allotments for KTIP and KPIP and paying both teachers and principals at the end of FY 2008 when the number of interns is known in order to maximize payments. This would require a waiver of the language in the regulation to postpone resource teacher payments in December until the end of FY 2008.

Lengthy discussion among the board ensued. Board members were very concerned about the possible negative impact of reducing resource teacher payments. They feared that this would send a message to teachers that the EPSB did not find the KTIP program valuable. Some board members stated that they would prefer to use certification fees and operating expenses be used to cover KTIP overages rather than reduce resource teacher payments. Mr. Freeland informed the board that fiscal responsibility mandates that the EPSB must take action to align the expenses of KTIP with the budget allotment. Cost cutting activities over the past three years have avoided reducing the resource teacher stipend; however, the growing number of interns and the static funding now make it necessary for this to be considered.

Motion made by Ms. Lorraine Williams to communicate to interested stakeholders that the board will seek to stay within the KTIP allocation which may result in a reduction of KTIP resource teacher payments. Motion failed to get a second and died.

Lengthy discussion ensued again among the board.

The consensus of the board was that the board letter to the Governor detailing the crisis of the KTIP program be copied to the chairs of the Education and Appropriation Committees, superintendents, and KTIP coordinators. As Ms. Owen attends KTIP meetings, the board would like for her to inform the teachers of the shortage of funds for the KTIP program and to assure them that the board is exploring all avenues to ensure that resource teacher payments not be reduced. Ms. Owen will prepare an action item for the August board meeting, asking for a waiver of the December resource teacher payment. The board asked to view the letter prior to its being sent to the Governor.

Action Items

EPSB Procedure Manual Amendment, Expense Reimbursement Procedure

Mr. Gary Freeland reported that the EPSB's Teacher Quality Enhancement Grant (TQEG) was audited by the Kentucky Auditor of Public Accounts earlier this year as a part of the statewide audit for federal programs. Auditors reviewed all of the TQEG records and reported no findings other than an informal email indicating that the records could have been maintained better. As a result of the audit and to improve the agency's filing system, Mr. Freeland stated that beginning July 1, 2007, the agency's documents and contract records will be centralized in the front office to provide a more secure and controlled environment.

Mr. Freeland further reported that the agency is approaching the close of FY 2007 and final financial reports will be available at the end of July. This information will be provided to the board at the August EPSB meeting.

Additionally, Mr. Freeland summarized proposed amendments to the board member travel reimbursement procedure. First, he suggested that board member travel expenses be reimbursed according to state regulation which allows all governor-appointed boards to receive actual and necessary expenses. Actual and necessary expenses will require board members to keep all receipts for reimbursement. Second, Mr. Freeland informed the board that the current reimbursement procedure has a limitation of \$40 per day for meal reimbursement, and the chair must approve "other" expenses. Mr. Freeland proposed to removing the cap on the meal reimbursement rate and allowing the Deputy Executive Director to approve "other" expenses. The proposed procedure will be made effective retroactive to January 2007.

2007-049

Motion by Dr. Cheatham, seconded by Ms. Lydia Coffey, to approve the expense reimbursement procedure as revised.

Vote: *Unanimous*

Brescia University – Interdisciplinary Early Childhood Education, Birth to Primary (Bachelor's Level)

Before presenting her report to the board, Dr. Marilyn Troupe asked Sister Sharon Sullivan to join her at the table. Dr. Troupe stated that Brescia University is asking for approval for Interdisciplinary Early Childhood Education, Birth to Primary (Bachelor's Level). It will be the only program of its kind in the western region of the state. Sister Sharon explained to the board that the university did not wish to recruit students until the board approved the program. She further stated that the university is committed to hiring a full-time faculty member in the fall of 2008 upon board approval of the program.

2007-050

Motion made by Ms. Lydia Coffey, seconded by Ms. Jennifer Forgy, to approve the proposed educator preparation program addition with the condition that the full-time faculty member be hired prior to program implementation.

Northern Kentucky University - Arabic, Chinese, and Japanese (Bachelor's Level and Option 7)

2007-051

Motion made by Ms. Lydia Coffey, seconded by Ms. Lorraine Williams, to approve the proposed educator preparation program additions including Option 7.

Vote: *Unanimous*

Dr. Rogers commended Northern Kentucky University for developing such a critical program to Kentucky.

Approval of Contracts

2007-052

Motion made by Ms. Kristin Gregory, seconded by Ms. Zenaida Smith, to authorize the executive director to submit a Request For Proposal (RFP) for the intent of awarding an informational video production contract for the Troops to Teachers program.

Vote: *Unanimous*

Waivers

16 KAR 3:060. Request to waive Guidance Counselor, Provisional and Standard Certificates, All Grades, Western Kentucky University

Prior to reporting to the board, Dr. Troupe asked Dr. Retta Poe, associate dean of Western Kentucky University, to join her at the table. Dr. Poe expressed her concern with the guidance counselor regulation that became effective in 2005. The sunset date for this regulation was December 31, 2006 for completion of the provisional and standard certificate. During this time, Western Kentucky University had some candidates enrolled in the Rank I certification program for school counselor who were nearing completion but fell several hours short of the requirements by December 31, 2006. These candidates do not want to transfer to the new counselor programs and believe that they should be able to complete the program that was in place when they matriculated.

2007-053

Motion made by Ms. Gregory, seconded by Dr. Cibulka, to approve the waiver request to allow noted Western Kentucky Students to complete the guidance counselor program under the requirements established when they matriculated.

Vote: *Unanimous*

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16 KAR 5:010. Request to Waive the Quality Performance Index (QPI)

2007-054

Motion made by Dr. Cibulka, seconded by Dr. Cheatham, to approve the waiver request to not publish the QPI indefinitely as a component of the Kentucky Educator Preparation Program (KEPP) Report Card until the committee reports back to the board with recommended changes .

Vote: *Unanimous*

16 KAR 4:060. Request to Waive Three Years of Successful Teaching Experience for Certificate Renewal, Ms. Angela Walsh

2007-055

Motion made by Ms. Lydia Coffey, seconded by Ms. Lorraine William, to not approve the waiver request of three years of successful teaching experience for certificate renewal.

Vote: *Unanimous*

16 KAR 7:010. Request to Waive the Required 15 Hours Per Week for Participation in KTIP, Ms. Kaye Wilkins on behalf of Mr. James Ryan Davenport

2007-056

Motion made by Ms. Gregory, seconded by Ms. Coffey, to not approve the waiver request for the required 15 hours per week for participation in KTIP.

Vote: *Unanimous*

Board Comments

There were no board comments.

DISCIPLINARY MATTERS: MINUTES OF CASE REVIEW June 18, 2007

Motion made by Ms. Lydia Coffey, seconded by Ms. Zenaida Smith, to go into closed session for the purpose of discussing proposed or pending litigation in accordance with KRS 61.810(1)(c)&(j).

Vote: *Unanimous*

Motion made by Ms. Coffey, seconded by Dr. James Cibulka, to return to open session.

Vote: *Unanimous*

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Motion made by Dr. Cibulka, seconded by Ms. Kristin Gregory, to respond to correspondence from Professional Learning Systems regarding the Indiana Wesleyan order from the January 2007 board meeting.

Vote: *Unanimous*

The following board members concurred with the actions as listed below with the noted exceptions:

Tom Stull, Zenaida Smith, Kristin Gregory, James Cibulka, Jennifer Forgy, Cynthia York, Frank Cheatham, Allan Paul, Lydia Coffey, and Lorraine Williams.

Attorneys present were Alicia A. Sneed, Diane Fleming, Cynthia Clay Grohmann, and Gary A. Stephens.

INITIAL CASE REVIEW

| <u>Case Number</u> | <u>Decision</u> |
|--------------------|---------------------------|
| 07-0462 | Defer for proof |
| 07-0344 | Hear |
| 07-0350 | Hear |
| 07-0464 | Defer for proof |
| 07-0466 | Dismiss Without Prejudice |
| 07-0353 | Defer for proof |
| 07-0589 | Defer for proof |
| 07-0468 | Hear |
| 07-0341 | Hear |
| 07-0469 | Hear |
| 07-0349 | Hear |
| 07-0234 | Hear |
| 07-0233 | Hear |
| 07-0336 | Hear |
| 07-0343 | Defer |
| 07-0459 | Hear |
| 06-09231 | Hear |
| 07-0463 | Dismiss Without Prejudice |
| 07-0347 | Hear |
| 06-12269 | Defer |
| 07-0457 | Hear |
| 07-0456 | Dismiss Without Prejudice |
| 07-0352 | Hear |
| 07-0355 | Hear |
| 07-0461 | Defer for proof |
| 07-0475 | Admonish |
| 07-0338 | Hear |

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| | |
|----------|---------------------------|
| 06-11255 | Hear |
| 07-0472 | Defer for proof |
| 07-0348 | Hear |
| 07-0340 | Hear |
| 07-0467 | Hear |
| 07-0354 | Hear |
| 07-0458 | Hear |
| 07-0342 | Hear |
| 07-0470 | Dismiss Without Prejudice |
| 07-0465 | Hear |
| 06-07195 | Dismiss Without Prejudice |
| 04-12162 | Dismiss Without Prejudice |
| 00-0478 | Dismiss Without Prejudice |
| 07-0225 | Dismiss Without Prejudice |
| 05-0478 | Dismiss Without Prejudice |

Character/Fitness Review

| <u>Case Number</u> | <u>Decision</u> |
|--------------------|-----------------|
| 07-053 | Approve |
| 07-054 | Approve |
| 07-055 | Approve |
| 07-056 | Approve |
| 07-057 | Approve |
| 07-060 | Approve |
| 07-061 | Approve |
| 07-062 | Approve |
| 07-064 | Approve |
| 07-066 | Approve |
| 07-068 | Approve |
| 07-069 | Approve |
| 07-070 | Defer |
| 07-071 | Approve |
| 07-072 | Approve |
| 07-073 | Approve |

Agreed Orders

| <u>Case Number</u> | <u>Decision</u> |
|---------------------------|---|
| 06-08221 (Lillian Whalen) | Accept agreed order admonishing Respondent for her failure to disclose her prior felony criminal conviction on her application for employment. The Board trusts the members of its profession to act with honesty |

and integrity, not only in the classroom, but in all professional dealings.

Respondent's certificate is suspended for a period of thirty (30) days from the date of acceptance of this Order by the Board. During the thirty (30) day suspension period, Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky. Respondent shall surrender the original certificate and all copies to EPSB, by hand-delivery or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky, 40601.

In addition to any educational requirements, re-issuance of Respondent's teaching certificate, at the conclusion of the thirty (30) day period, is expressly conditioned upon Respondent providing written evidence to the Board that she has completed twelve (12) hours of ethics training prior to July 31, 2007. Any expense for required training shall be born by the Respondent. Failure to meet this condition will result in Respondent being denied re-issuance of a Kentucky teaching certificate at the conclusion of the thirty (30) day period. Upon reinstatement, Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary condition for a period of two (2) years from the date of issuance:

Respondent shall receive no further disciplinary action by any school district in the United States including, but not limited to, admonishment, reprimand, suspension or termination.

By entering into this Agreed Order, Respondent agrees that should she fail to satisfy this condition during the probationary period, her certificate shall be automatically suspended for an additional period of one (1) year. If applicable, at the conclusion of the one year suspension, certificate xxx-xx-xxxx shall remain suspended until such time as the probationary conditions are met.

Respondent is aware that should she violate KRS 161.120, either during or following this two (2) year period of probation, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

06-08210 (Christopher Gay) Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall neither apply for, nor be issued, a teaching certificate at any

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time in the future. Respondent agrees that he is ineligible to hold a teaching certificate and his is voluntarily, knowingly, and intelligently surrendering his certificate for cause. Respondent shall surrender the original Emergency Substitute Certificate and all copies to EPSB, by hand delivery or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky, 40601.

Vote: *Unanimous*

- 04-12148 (John Christian) Agreed Order suspending Respondent's certificate for a period of ten days from the date of acceptance of this Order by the Board. Respondent shall surrender the original and all copies of this certificate immediately, by first class mail or personal delivery by first class mail or personal deliver to the EPSB at 100 Airport Road, Third Floor Frankfort, KY 40601. This agreement is expressly conditioned upon Respondent providing written evidence to the Board on or before August 1, 2007 that he has successfully completed twelve hours of professional development training approved by the Board in the areas of sexual harassment, appropriate teacher student interactions and ethics. Any expense for this training shall be paid by Respondent. Respondent agrees that should he fail to satisfy this condition, his certificate shall be automatically suspended until this condition is met.

Vote: *Unanimous*

- 06-05101 (James Robinson) Accept Agreed Order admonishing Respondent for performing the duties of principal without the appropriate certification. While trained as a social worker, Respondent holds a certificate to work in Kentucky schools. He must understand that it is his responsibility as well as that of his superiors to abide by the statutes and regulations that govern his profession. It is his duty to remove himself or take other appropriate actions when others fail to uphold the dignity and integrity of the teaching profession by skirting the law. Respondent's certificate is subject to the following probationary conditions. 1. Respondent shall not accept any position of employment that requires certification without first obtaining such certification. 2. Respondent agrees to testify truthfully in the case against Edwina Sheffield Slack if called upon to do so. Should Respondent violate these conditions he agrees that certificate xxx-xx-xxxx shall

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be automatically suspended for a period of two years. If violation of this condition involves conduct in violation of KRS 161.120, the Board may pursue additional sanctions.

Vote: *Unanimous*

05-11218 (Christopher Browning) Accept Agreed Order suspending Respondent's certificate for a period of thirty (30) days from the date this order is approved by the Board. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. This settlement agreement is expressly conditioned upon Browning providing written proof to the Board that he has complied with the following:

1. By June 1, 2008, Respondent shall complete twelve (12) hours of professional development/training in the areas of ethics and appropriate teacher/student relationships and/or boundary issues, as approved by the Board. Any expense incurred for the program shall be paid by Respondent.

2. By June 1, 2008, Respondent shall also complete a course in the area of sexual harassment awareness to be approved by the Board. Any expense incurred for the program shall be paid by Respondent.

Should Respondent fail to satisfy these conditions, his teaching certificate shall be suspended until such time that the conditions are met.

Respondent is also admonished for his conduct. The Board reminds Respondent that he has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. Showing a student a photograph which contains a reference to oral sex is never appropriate under any circumstances. The Board will not tolerate any further incidents of misconduct.

Vote: *Unanimous (Mr. Stull, recused)*

06-05121 (Timothy Sarver) Accept Agreed Order admonishing Respondent for conduct unbecoming a teacher. The Board reminds Respondent that he has a duty to treat other members of the teaching profession with dignity and respect. An educator must be careful not to communicate in a way that others may find offensive, particularly when students are around. This settlement agreement is

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expressly conditioned upon Sarver providing written proof to the Board that he has received twelve (12) hours of professional development/training in the area of ethics, as approved by the Board, no later than August 1, 2007. Any expense incurred for said training shall be paid by Sarver.

Failure to comply with the training requirements by August 1, 2007 will result in an automatic suspension of Sarver's teaching certificate and it will remain suspended until he completes the training requirements contained in this Agreed Order.

Vote: *Unanimous*

06-0123 (Steven L. Johnson) Accept Agreed Order revoking Respondent's certificate for a period of thirty (30) years from the date this order is approved by the Board. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

In addition to any educational requirements, issuance of a Kentucky teaching or administrative certificate to Respondent, or on his behalf, at the conclusion of the thirty (30) year revocation period is expressly conditioned upon Respondent providing written evidence to the Board, at the time of application, that he has complied with the following:

Respondent shall complete twelve (12) hours of professional development/training in the areas of sexual harassment, ethics and appropriate teacher/student relationships and/or boundary issues, as approved by the Board. Any expense incurred for the program shall be paid by Respondent.

Vote: *Unanimous*

06-08212 (David Ingram) Accept Agreed Order suspending Respondent's certificate for a period of fourteen (14) months retroactive to May 26, 2006. During the suspension period, Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky. Respondent shall surrender the original certificate and all copies to EPSB, by hand-delivery or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky, 40601.

In addition to any educational requirements, re-instatement of Respondent's teaching certificate at the conclusion of the fourteen (14) month period is expressly conditioned upon Respondent providing written evidence to the Board that he has complied with the following:

1. Respondent shall complete twelve (12) hours of ethics training. Any expense for required training shall be born by the Respondent.

2. Prior to re-instatement, Respondent shall supply the Board with a current national and state criminal background check. Any expense for the criminal background check shall be born by the Respondent.

3. Prior to re-instatement, Respondent shall supply to the Board letters of recommendation from two (2) educators with current Kentucky certification in good standing in which the educators attest that Respondent is morally and ethically fit to hold a teaching certificate.

Failure to meet any of the above conditions will result in Respondent being denied re-issuance of a Kentucky teaching certificate at the conclusion of the fourteen (14) month period.

Upon reinstatement, Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of two (2) years from the date of issuance.

1. Respondent shall provide the Board with quarterly reports from his employment supervisor as to his progress during the entire probationary period.

2. Having provided the Board with proof of completion of a six-week substance abuse program provided by The Adanta Group, Respondent will complete any recommended after-care programs recommended by his counselors. Any expense for said treatment shall be born by the Respondent.

3. Respondent shall provide the Board with monthly drug screen reports. Further, he shall immediately submit to any random screen requested either by the Board or his school district and provide this report to the Board. Any expense for said testing shall be born by the Respondent.

4. Respondent shall receive no further disciplinary action by any school district in the United States including, but not limited to, admonishment, reprimand, suspension or termination.

By entering into this Agreed Order, Respondent agrees that should he fail to satisfy any of these conditions during the probationary period, his certificate shall be

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automatically suspended for an additional period of one (1) year. If applicable, at the conclusion of the one year suspension, his certificate shall remain suspended until such time as the probationary conditions are met.

Respondent is aware that should he violate KRS 161.120, either during or following this two (2) year period of probation, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

07-0224 (Lloyd Caudill)

Accept Agreed Order suspending Respondent's certificate for a period of forty five (45) days from the date this order is approved by the Board. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. Upon reinstatement after the forty five (45) day suspension period, Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of two (2) years.

1. By December 31, 2007, Respondent shall undergo a comprehensive substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor as approved by the Board and shall present written evidence to the Board that he has complied with the assessment process and has successfully completed any and all treatment recommendations. If Respondent is not able to complete all treatment recommendations by December 31, 2007, he shall submit quarterly written progress reports from his chemical dependency counselor until such time as the counselor releases him from treatments. If Respondent has not successfully completed all treatment recommendations by the end of the two (2) year probationary period, Respondent agrees that the probationary period shall be extended and he shall submit quarterly written progress reports from the chemical dependency counselor to the Board until such time as the counselor releases him from treatment. Any expense for the assessment, treatment and/or reports shall be paid by Respondent.

2. By December 31, 2007, Respondent shall provide written proof to the Board that he has received twelve (12) hours of professional development/training in ethics as approved by the Board. Any expense for this

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professional development/training in ethics shall be paid by Respondent.

3. Respondent shall be subject to random drug testing and shall have no positive drug tests during the two (2) year probationary period.

By entering into this Agreed Order, Respondent agrees that should he fail to satisfy any of these conditions, his certificate shall be automatically suspended for a period of six (6) months. If applicable, at the conclusion of the six (6) month suspension, his certificate shall remain suspended until such time as all of the above conditions are met.

Respondent is aware that should he violate KRS 161.120 either during or following this two year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

06-0354 (Kenneth Alford) Accept Agreed Order suspending Respondent's certificate for a period of twenty-five (25) days beginning from the date of acceptance of this Order by the Board. Respondent will be credited for the five days suspension levied by the superintendent. Alford shall surrender the original and all copies of her certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that he has received twelve (12) hours of professional development/training in the area of ethics as approved by the Board, no later than June 1, 2008. Any expense incurred for said training shall be paid by Respondent.

Failure to comply with the training requirement by June 1, 2008 will result in an automatic suspension of Respondent's teaching certificate and it will remain suspended until he completes the training requirements contained in this Agreed Order.

Upon approval of this Agreement, and by Respondent satisfying the foregoing, all matters between the parties are hereby resolved.

Vote: *Unanimous*

07-0107 (Larry Adams) Accept Agreed Order permanently revoking Respondent's teaching certificate. Respondent shall

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neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future.

Respondent shall surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

05-0591 (Connie Huff)

Accept Agreed Order suspending Respondent's certificate for a period of ten (10) days beginning June 26, 2007. Respondent shall surrender the original and all copies of her certificate on or before June 26, 2007, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

06-10248 (Rodney Barnard)

Accept Agreed Order dismissing Respondent's case without prejudice on the following condition.

On or before January 1, 2008, Respondent shall present written evidence to the Board that he has successfully completed twelve hours of training, approved by the Board and at his own expense, in the area of student/teacher boundary issues. Should Respondent fail to satisfy this condition, his certificate shall be automatically suspended until this condition is met.

Vote: *Unanimous*

05-08148 (Cindy Coots)

Accept Agreed Order suspending Respondent's certificate for a period of two (2) years beginning from March 1, 2005. Respondent shall surrender the original and all copies of her certificate immediately, by first class mail or personal delivery to the EPSB, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Upon re-application, Respondent will supply a report from a licensed psychiatrist/psychologist in the area of substance abuse counseling that she has been evaluated and complied with all treatment recommendations of that substance abuse counselor. As of this February 8, 2007, Respondent has complied with this provision of the Agreed Order. Any expense for said evaluation shall be born by the Respondent. Failure to comply with this provision of the Agreed Order will result in Respondent's re-application being denied.

Vote: *Unanimous*

07-0345 (Tessa Houser)

Accept Agreed Order subjecting Respondent's certificate, and any future endorsements or new areas of certification, to the following probationary conditions.

1. On or before July 15, 2007, Respondent shall submit written documentation from a psychiatrist, licensed in Kentucky and approved by the Board, that Respondent has cooperated in a comprehensive mental health evaluation, is cooperating with any and all treatment recommendations, and is fit to return to the classroom. Any expense for this evaluation and report shall be paid by Respondent.

2. On or before January 1 and July 15, 2008, Respondent shall submit written proof from her treating mental health professional/physician, licensed in Kentucky and approved by the Board, that she is continuing to comply and follow through with any and all treatment recommendations and remains fit for classroom duty. Any expense incurred to satisfy this condition shall be paid by Respondent.

3. Respondent shall continue to submit such reports by January 1 and July 15 of each following year until she submits written proof from her treating mental health professional/physician, licensed in Kentucky and approved by the Board, that she is released from treatment. Any expense incurred to satisfy this condition shall be paid by Respondent.

4. Respondent shall comply with any and all conditions of her conditional release and shall receive no new criminal convictions.

At any time, should Respondent fail to satisfy any of the conditions outlined in one through three, her certificate shall be automatically suspended until such time as the conditions are met.

Should Respondent violate condition number four, her certificate shall be automatically suspended for two years based on the underlying facts of this case. If the violation includes new allegations of misconduct pursuant to KRS 161.120, the Board may open a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

06-05109 (Billie Mason)

Accept Agreed Order suspending Respondent's certificate for a period of forty five (45) days from the date this order is approved by the Board. Upon acceptance of this agreement by the Board, Respondent

shall immediately surrender the original certificate and all copies of her certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Upon reinstatement after the forty five (45) day suspension period, Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of two (2) years.

1. By December 31, 2007, Respondent shall undergo a comprehensive substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor as approved by the Board and shall present written evidence to the Board that she has complied with the assessment process and has successfully completed any and all treatment recommendations. If Respondent is not able to complete all treatment recommendations by December 31, 2007, she shall submit quarterly written progress reports from her chemical dependency counselor until such time as the counselor releases her from treatments. If Respondent has not successfully completed all treatment recommendations by the end of the two (2) year probationary period, Respondent agrees that the probationary period shall be extended and she shall submit quarterly written progress reports from the chemical dependency counselor to the Board until such time as the counselor releases her from treatment. Any expense for the assessment, treatment and/or reports shall be paid by Respondent.

2. By December 31, 2007, Respondent shall provide written proof to the Board that she has received twelve (12) hours of professional development/training in ethics as approved by the Board. Any expense for this professional development/training in ethics shall be paid by Respondent. 3. Respondent shall be subject to random drug testing and shall have no positive drug tests during the two (2) year probationary period.

By entering into this Agreed Order, Respondent agrees that should she fail to satisfy any of these conditions, her certificate shall be automatically suspended for a period of six (6) months. If applicable, at the conclusion of the six (6) month suspension, her certificate shall remain suspended until such time as all of the above conditions are met.

Respondent is aware that should she violate KRS 161.120 either during or following this two year period

of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

05-0101 (James Law)

Accept Agreed Order retroactively suspending Respondent's certificate from September 9, 2004 through July 5, 2005. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Upon acceptance of this order by the Board, Respondent's certificate shall be subject to the following probationary conditions for a period of five (5) years:

1. By January 1, 2008, Respondent shall submit proof that he has completed twelve (12) hours of professional development/training in the areas of drug abuse awareness and prevention as approved by the Board. Any expense for the professional development/training shall be paid by Respondent.

2. Respondent, in accordance with KRS 161.175, shall submit to random drug testing to be administered by a provider approved by the Board. Any expense for the drug test shall be paid by Respondent. If any drug test is positive for any illegal substances or byproducts of illegal substances, Respondent's certificate shall be suspended for a period of two (2) years. Reinstatement of Respondent's certificate shall be conditioned upon Respondent submitting to a random drug test to be administered by a provider approved by the Board. Any expense for the drug test shall be paid by Respondent. Respondent's certificate will not be reinstated if the test is positive for any illegal substances or byproducts of illegal substances.

3. Respondent shall perform fifteen (15) hours of community service at a Board approved charitable organization each year of the probationary period for a total of seventy-five (75) hours. Respondent shall provide written proof of completion of the hours by January 1 of each year of the probationary period. If Respondent fails to submit the required proof by the due date, his certificate shall be automatically suspended until this condition has been met.

4. Respondent shall submit a state criminal background records report to the Board by June 30 of each year of the probationary period. Any expense for the state

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criminal background records report shall be paid by Respondent. If Respondent fails to submit the required report by the due date, his certificate shall be automatically suspended until this condition has been met.

Respondent is aware that should he violate KRS 161.120, either during or following this five (5) year probationary period, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

06-0350 (Neil Carrington) Accept Agreed Order suspending Respondent's certificate for a period of thirty (30) days beginning from the date of acceptance of this Order by the Board. Respondent shall surrender the original and all copies of his certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that he has received twelve (12) hours of professional development/training in the area of ethics as approved by the Board, no later than June 1, 2008. Any expense incurred for said training shall be paid by Respondent. Failure to comply with the training requirement by June 1, 2008 will result in an automatic suspension of Respondent's teaching certificate and it will remain suspended until he completes the training requirements contained in this Agreed Order.

Vote: *Unanimous*

Findings of Fact, Conclusions of Law and Recommended Orders

Consideration of the following matter took place with attorneys Alicia A. Sneed, Cynthia Clay Grohmann, and Gary A. Stephens out of the room.

Case Number

Decision

04-10120 (Darrin Clark)

Adopt the Hearing Officer's Findings of Fact, Conclusions of Law, and Recommended Order and issue a Final Order permanently revoking Respondent's teaching certificate.

Vote: *Unanimous*

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05-05100 (Belinda Sheetz) Adopt the Hearing Officers' Findings of Fact, Conclusions of Law, and Recommended Order of Default, and issue a Final Order suspending Respondent's teaching certificate for one year, and placing Respondent on probation for 5 years after reinstatement, with the conditions of quarterly drug testing. Respondent must also be evaluated and deemed fit to return to the profession prior to reinstatement after the one year suspension period.

Vote: *Unanimous*

05-0236 (Owen Sheroan) Adopt the Hearing Officer's Findings of Fact, Conclusions of Law, and Recommended Order of Default and issue a Final Order requiring Respondent to attend anger management counseling and proper restraint training prior to returning to the classroom.

Vote: *Unanimous*

KT-06-001 (Richard Goodman) Adopt the Hearing Officer's Findings of Fact, Conclusions of Law, and Recommended Order and issue a Final Order dismissing Petitioner's KTIP appeal.

Vote: *Unanimous*

Motion made by Ms. Coffey, seconded by Ms. Williams, to adjourn the meeting.

Vote: *Unanimous*

Meeting adjourned at 3:15 p.m.

Next Meeting: August 27, 2007
9:00 AM
EPSB Board Room
Frankfort, Kentucky

**KENTUCKY ADVISORY COUNCIL ON INTERNSHIPS (KACI)
APPOINTMENTS AND REPLACEMENTS**

[August 27, 2007](#)

APPOINTMENT

Aimee Webb
Jefferson County Public Schools

Cherry Proctor
Growing Together Preschool/UK

REPLACEMENT

Nancy Hack
Jefferson County Public Schools

Deborah Brown
Model Lab/EKU

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information Item A

Information Item:

Waiver of language in 16 KAR 7:010 regarding the use of internship observation forms for teachers pursuing Interdisciplinary Early Childhood Education (IECE) certification

Applicable Statute or Regulation:

KRS 161.030(5)

16 KAR 7:010 Sections 8(2), 11

Applicable Goals:

Goal 4: Every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

Background:

KRS 161.030 requires that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky serve a one (1) year internship.

16 KAR 7:010 Section 8(2) requires that beginning January 1, 2008, all school districts and all nonpublic schools participating in the Kentucky Teacher Internship Program (KTIP) use the new Teacher Performance Assessment (TPA) with all new interns. Section 11 states that an intern serving the internship in Interdisciplinary Early Childhood Education (IECE) must successfully demonstrate the new teacher standards as adapted to the IECE standards and shall utilize the IECE Observation Instrument incorporated by reference.

In the fall of 2006, an IECE workgroup was created for the purpose of exploring the possibility of developing a TPA for IECE internships. The group consists of 12 members from nine universities and the Kentucky Department of Education. The group began by reviewing the TPA for regular KTIP and the current IECE Observation Instrument. It was the consensus of the group that a TPA should be drafted for IECE internships because of the focus the TPA had on student performance. The group gathered input from each university throughout the work and drafted a KTIP IECE TPA Intern Performance Record (KTIP IECE TPA IPR) and a KTIP IECE TPA Handbook.

In order for IECE interns to adhere to the same schedule as regular interns in using the TPA with all new interns beginning January 1, 2008, the following schedule needs to be considered:

September 24, 2007

EPSB to waive the use of the "IECE Observation Instrument," January 2005 edition, and allow the use of the KTIP IECE TPA IPR

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October 2007

Design committee member training for the first cohort of KTIP IECE TPA interns

November-December 2007

Train committee members for Cohort #1 (January – December 2008)

January 1, 2008

Cohort #1 begin using the KTIP IECE TPA

Contact Person:

Ms. Cindy Owen, Director
Division of Professional Learning and Assessment
(502) 564-4606
E-mail: cindy.owen@ky.gov

Executive Director

Date:

August 27, 2007

16 KAR 7:010. Kentucky Teacher Internship Program.

RELATES TO: KRS 156.101, 161.028, 161.030, 161.048, 161.095

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030, 161.1222

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.030(5) requires that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one (1) year internship. This administrative regulation establishes the requirements for the Kentucky Teacher Internship Program.

Section 1. Definitions. (1) "Half-time basis" means teaching fifteen (15) hours per week in the intern's area of certification.

(2) "Instructional day" means a day that:

(a) The teacher intern is performing regular teaching responsibilities in an instructional setting, or is completing professional development for compensation from the district or employing school; and

(b) Does not include annual leave, sick leave, or other authorized or unauthorized leave time.

(3) "Resource Teacher Time Sheet" means a copy of the document of the same name that is contained on the Education Professional Standards Board (EPSB) Web site, www.kyepsb.net and in the publication, "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants."

(4) "Teacher intern" means any new teacher or out-of-state teacher with less than two (2) years of successful teaching experience, preschool through grade twelve (12), who has obtained a provisional certificate and is seeking initial certification in Kentucky.

Section 2. Basis for Professional Judgment by the Beginning Teacher Committee. (1) A teacher intern and the beginning teacher committee shall follow the requirements established in this administrative regulation and in "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants".

(2) In arriving at its professional judgment, the beginning teacher committee shall take into consideration the progress of the teacher intern throughout the school year and, particularly, the level of performance that has been achieved near the end of the internship. The beginning teacher committee shall determine the progress and improvement of the teacher intern, pursuant to KRS 161.030, by:

(a) A systematic observation of classroom performance;

(b) An ongoing review of documented evidence developed by the intern of progress toward demonstration of the applicable standards; and

(c) A review of the teacher intern's response to the suggestions and recommendations made by the beginning teacher committee during its meetings with the teacher intern throughout the internship.

(3) Throughout the internship, the teacher intern and the beginning teacher committee shall utilize the New Teacher Standards for Preparation and Certification established by the Education Professional Standards Board in 16 KAR 1:010. Interns and their committees utilizing the new Teacher Performance Assessment shall use the benchmarks for each standard as outlined in the Teacher Performance Assessment Handbook.

(4) For interns and committees utilizing the new Teacher Performance Assessment, the intern shall demonstrate a Leadership Standard. Scoring for the Leadership Standard shall not apply to a determination of the intern's success or failure of the internship.

Section 3. Beginning Teacher Committee Membership Appointment. (1)(a) School districts shall maintain a pool of resource teachers and principals who have successfully completed the Kentucky Teacher Internship Program Committee training in order to assure eligibility for appointment to beginning teacher committees.

(b) The Kentucky Teacher Internship Program Committee training may be approved for up to twelve (12) hours of professional development credit toward the continuing education requirements for resource teachers pursuant to KRS 161.095 and Effective Instructional Leadership Act (EILA) credit for administrators pursuant to KRS 156.101.

(2) The employing school district shall recommend principals and resource teachers for appointments by the Education Professional Standards Board to beginning teacher committees.

(3) If the teacher intern is teaching at a nationally or regionally accredited nonpublic school without a principal, the accrediting organization's guidelines for designating the school head or school leader shall be used by the employing school in making the recommendation for appointment of the principal member. If no guidelines exist, the school shall provide a written rationale for the appointment to the Education Professional Standards Board for approval.

(4) Representatives of the teacher training institutions shall consult the Education Professional Standards Board with respect to the school districts and the geographical area to be served by teacher educator members on beginning teacher committees. All teacher educators shall have completed the Kentucky Teacher Internship Program Committee training in order to assure eligibility for appointment to beginning teacher committees.

(5) The teacher training institution shall appoint a teacher educator no later than October 1 for the fall semester and February 15 for the spring semester. If the teacher intern is employed after the date required for appointment of the teacher educator, the teacher training institution shall appoint a teacher educator no later than ten (10) days after being notified by the district of the need for a teacher educator.

(6) If the superintendent or designated nonpublic school head or leader determines that a teacher educator is unsuitable for appointment, the superintendent or designated nonpublic school head or leader shall submit a written request for removal to the Education Professional Standards Board. The request shall contain the following:

(a) The facts and circumstances that form the basis for removal for cause; and

(b) The name of a qualified replacement submitted after consultation with the district or employing school Kentucky Teacher Internship Program Coordinator.

(7) The Education Professional Standards Board shall send written notification to the teacher intern, the beginning teacher committee, the superintendent or designated nonpublic school head or leader, and the teacher training institution of its decision regarding the request for removal.

Section 4. Requirements for Time in the Internship and Classroom Assignment. (1) The one (1) year internship shall be completed during one (1) of the following:

(a) No less than 140 instructional days of employment in a certified position in the intern's area of certification for which the teacher intern receives compensation during one (1) school year; or

(b) Two (2) semesters totaling at least 140 instructional days of employment in a certified position in the intern's area of certification for which the teacher intern receives compensation in two (2) consecutive school years.

(2) The internship shall be established for each teacher intern whose initial employment begins at any time during the school term except if the date of employment does not allow for completion of at least seventy (70) instructional days of employment during the school year. If the period of employment is less than seventy (70) instructional days in a school year, the local school district shall declare an emergency as provided in KRS 161.100, authorizing the superintendent to request an emergency teaching certificate. The employing school district shall be responsible for providing assistance and supervision to the new teacher during the period of employment under an emergency certificate.

(3)(a) The school district or nonpublic school shall complete and submit to the Education Professional Standards Board the Confirmation of Employment in electronic form or in hard copy if the electronic submission system is unavailable:

1. On or before October 15 for a teacher intern participating in the internship for the fall semester; or

2. On or before February 15 for a teacher intern participating in the internship for the spring semester.

(b) If the teacher intern begins employment after the dates established for submission of the Confirmation of Employment in paragraph (a) of this subsection, the school district or employing school shall submit the Confirmation of Employment in electronic form or in hard copy if the electronic submission system is unavailable within ten (10) days of the date of hire. A one (1) year internship certificate shall be issued in accordance with the provisions of 16 KAR 2:010 and 16 KAR 4:050.

(c) If the district fails to report verification of enrollment in the internship by the applicable date established in paragraph (a) or (b) of this subsection, and there is insufficient time remaining for the teacher intern to complete the number of days required under subsection (1) of this section, the district shall declare an emergency as provided in KRS 161.100, and the teacher intern shall enroll in

the internship in the next semester of employment when at least seventy (70) instructional days are available.

(d) Failure to submit the completed Confirmation of Employment or declare an emergency in accordance with paragraph (a), (b), or (c) of this subsection shall:

1. Be a violation of KRS 161.020; and

2. Result in the number of days the teacher intern taught without a valid certificate being included in the out of field report submitted to the Commissioner of the Department of Education in accordance with KRS 161.1221.

(4) A teacher intern may participate in the internship if the intern is teaching on at least a half-time basis. A school district or nonpublic school offering employment to a new teacher for part-time services which do not conform to the definition of half-time basis shall request a waiver from the Education Professional Standards Board staff for the new teacher to participate in the Kentucky Teacher Internship Program. The waiver request shall detail how the part-time employment offered by the district or nonpublic school is commensurate with the half-time basis requirement of this administrative regulation.

(5)(a) Termination or resignation of the internship shall be prohibited unless a written resignation detailing the facts surrounding the resignation is received and approved by:

1. The superintendent or designated nonpublic school head or leader; and

2. The Education Professional Standards Board staff.

(b) A teacher intern who terminates or resigns the internship without the approval of the Education Professional Standards Board staff shall be recorded as unsuccessfully completing the internship for that school year.

(6) The internship shall be established in a classroom which corresponds to the certificate of the teacher intern. An internship shall not be established in a classroom designated as an alternative school, classroom or program unless the district superintendent or designated nonpublic school head or leader submits a written request for a waiver to the staff of the Education Professional Standards Board. The request shall include the following:

(a) The type of students that attend the alternative school, classroom or program;

(b) The student selection and placement process;

(c) The level of support for students and faculty provided by the district or nonpublic school;

(d) The degree of administrative support within the program, classroom or school;

(e) The location and facility that houses the program, classroom or school;

(f) The instructional resources available to the faculty;

(g) The curriculum used by the program, classroom or school;

(h) The manner in which the program, classroom or school collaborates with other schools within the district;

(i) The current faculty and staff positions assigned to the program, classroom or school;

(j) A brief description of how a teacher intern placed in the alternative program, classroom or school could demonstrate that the teacher intern has met all of the applicable standards;

(k) Contact information for an individual who could provide additional information about the request; and

(l) A signed affidavit by the superintendent, the superintendent's designee, or the designated nonpublic school head or leader confirming the information.

(7) The Education Professional Standards Board staff shall grant the waiver if there is a determination that the request and accompanying documentation sufficiently demonstrate that the level of support and services provided to the teacher intern assigned to an alternative school, classroom, or program is equivalent to that provided to a teacher intern placed in a nonalternative setting.

(8) If the waiver is granted, it shall remain in effect for the duration of the internship.

Section 5. Designation and Duties of Chair; Responsibilities of Resource Teacher, Teacher Intern, and Teacher Educator; Requirements for Timing and Content of Beginning Teacher Committee Meetings. (1) The principal member of the three (3) person beginning teacher committee shall serve as chair and shall be responsible for convening the committee and coordinating its efforts by scheduling observations and committee meetings. The chair shall be responsible for the timely submission of all documents and reports of the beginning teacher committee as required by this administrative regulation. All documents and reports shall be submitted through the electronic

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reporting system, or by hard copy if the electronic reporting system is unavailable. In addition, the chair shall:

(a) 1. Make three (3) official observation visits to the teacher intern's classroom with each observation lasting one (1) hour in duration or one (1) class period; or

2. Make two (2) one (1) hour or one (1) class period observation visits followed by an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom lessons;

(b) Conduct a lesson plan review prior to each of the three (3) observations and a postobservation conference after each observation;

(c) Report progress observed and concerns to the committee at the scheduled committee meetings;

(d) Monitor the time that the resource teacher spends with the teacher intern both in and out of class and sign the electronic version of the resource teacher time sheets or the hard copy of the resource teacher time sheets if the electronic reporting system is unavailable; and

(e) Ensure that all program policies and procedures are followed.

(2) The resource teacher shall be a mentor to the teacher intern and assess the teacher intern's progress in the internship.

(a) The resource teacher, upon completion of Kentucky Teacher Internship Program Committee Training and upon appointment, shall begin to assist the teacher intern.

(b) The resource teacher shall spend a minimum of twenty (20) hours working with the teacher intern in the classroom setting.

1. As a portion of the twenty (20) hours, the resource teacher shall conduct:

a. Three (3) official observations with each observation lasting one (1) hour in duration or one (1) class period; or

b. Two (2) observations lasting one (1) hour in duration or one (1) class period followed by an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom lessons.

2. The observations shall be preceded by a preobservation conference and lesson plan review and shall be concluded with a postobservation conference.

(c) Pursuant to the resource teacher requirements established in KRS 161.030(7), a resource teacher shall complete at least fifty (50) hours of out-of-class time identified in KRS 161.030 in consultation with the teacher intern to:

1. Assist the teacher intern in the development of the professional growth plan;

2. Assist the teacher intern in areas identified in the professional growth plan;

3. Assist the teacher intern with instructional activities such as planning, management techniques, assessment, and parent conferences;

4. Arrange activities for the teacher intern such as attendance at seminars, conferences, or lectures offering educational assistance commensurate with the teacher intern's professional growth plan;

5. Continually assess the teacher intern's progress in the internship in relation to each of the new teacher standards; and

6. Enter and submit data into the online Resource Teacher Time Sheet or the hard copy of that document if the electronic reporting system is unavailable. This document is located within "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants," incorporated by reference.

(d) The resource teacher shall divide the consultation time required in paragraph (c) of this subsection into appropriate increments that provide support for the teacher intern throughout the semester. The resource teacher shall not spend this required consultation time with the teacher intern at required in school or district-wide meetings, or any other activity for which the resource teacher receives compensation from the district or employing school, to include a professional development activity.

(3) The teacher intern shall:

(a) Complete all requirements of the Kentucky Teacher Internship Program as established in KRS 161.030 and this administrative regulation, including compliance with the new teacher standards;

(b) Attend the orientation, preobservation and postobservation conferences with individual committee members, and all beginning teacher committee meetings;

(c) Participate with the resource teacher in the fifty (50) hours of consultation time to be spent outside of an instructional setting;

(d) Cooperate with the resource teacher in completing the twenty (20) hours of instructional observation;

- (e) Complete a professional growth plan (PGP);
- (f) Prepare for three (3) official one (1) hour observations by each committee member during the year, including submitting a written lesson plan to the observer in a timely fashion prior to each visit. Each observation shall be one (1) hour in duration or one (1) class period;
- (g) Develop documentary evidence of progress toward demonstration of the applicable standards for presentation and review at committee meetings; and
- (h) Review all electronic documents completed by the beginning teacher committee and affix an electronic signature if required. If the electronic version of the documents are unavailable through the electronic reporting system, the teacher intern shall review and sign hard copy versions of these documents.
- (4) The teacher educator shall:
 - (a)1. Make three (3) official observations of the teacher intern with each observation lasting one (1) hour in duration or one (1) class period; or
 - 2. Make two (2) observations of one (1) hour in duration or one (1) class period, followed by an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom lessons;
 - (b) Conduct a lesson plan review prior to each of the three (3) observations and a post-observation conference after each observation; and
 - (c) Report progress observed and concerns to the committee at the scheduled committee meetings.
- (5) Observations and committee meetings shall be scheduled in accordance with the following:
 - (a) The orientation meeting shall be held prior to the conduct of any formal classroom observations of the teacher intern;
 - (b) The second meeting shall be held between one (1) and sixty (60) instructional days following the orientation meeting and shall have been preceded by classroom observations by all committee members;
 - (c) The third meeting shall be held between sixty-one (61) and 110 instructional days following the orientation meeting and shall have been preceded by a second set of classroom observations by all committee members; and
 - (d) The fourth meeting shall be held between 111 and 140 instructional days following the orientation meeting and shall have been preceded by a third set of classroom observations by all committee members.
- (6) Committees formed during the spring semester shall establish a meeting schedule that observes the time sequences established in subsection (5) of this section for the full-year teacher interns but which shall span the spring and fall semesters of two (2) school years.
- (7)(a) Classroom observations conducted by committee members shall be:
 - 1. Of at least one (1) hour or one (1) class period in duration; and
 - 2. In the classroom or at the work station of the teacher intern.
- (b) Additional classroom observations may be conducted at the option of the committee.
- (c) All classroom observations shall be scheduled in advance in order to provide adequate time for preparation by the teacher intern.
- (8) All members of the committee shall attend all four (4) meetings of the committee.
- (9) At the orientation meeting of the beginning teacher committee, the following items shall be addressed:
 - (a) Expectations on the part of the teacher intern and each committee member;
 - (b) Procedures and materials for classroom observations;
 - (c) Use of classroom observation data in designing the teacher intern's professional growth plan;
 - (d) Requirements for the teacher intern for compiling documentary evidence of progress toward demonstration of the applicable standards;
 - (e) General schedule for the events to take place during the internship program; and
 - (f) Work of the resource teacher with the teacher intern.
- (10)(a) The primary purpose of the second and third committee meetings shall be to provide the teacher intern with information based on classroom observations, review of the teacher intern's documented evidence of progress toward demonstration of the applicable standards, and reports of the resource teacher that shall support the growth of the teacher intern.
- (b) The committee shall provide the teacher intern at the second, third, and fourth meetings with a consensus assessment of the teacher intern's progress in the internship in relation to each of the new teacher standards.
- (11) The Professional Growth Plan (PGP) shall be initiated at the second committee meeting.

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(12) The third meeting shall include a review of expectations for the performance of the teacher intern, taking into account the reflections of the teacher intern and the committee members, and incorporating these expectations and reflections into the PGP.

(13) The fourth meeting shall include a professional judgment by the committee members on the satisfactory completion of the one (1) year internship. This judgment shall be based upon the teacher intern's ability to meet the requirements of all new teacher standards.

Section 6. Decision by the Beginning Teacher Committee, Reporting, and Certification Actions.

(1)(a) The decision of the beginning teacher committee as to satisfactory completion of the internship for all full-year teacher interns shall be reported by the chair to the local school superintendent or other employer and to the Education Professional Standards Board by May 1 or no later than two (2) weeks following the final committee meeting, whichever occurs first.

(b) For midyear teacher interns completing the internship in December, the final report shall be submitted by December 15.

(c) The final report shall be accompanied by the resource teacher time sheets.

(2) If a teacher intern's performance is judged by the committee to be unsatisfactory, the teacher intern shall have the opportunity to repeat the internship during one (1) additional year contingent upon employment within the period of validity of the statement of eligibility for internship. If the teacher intern does not successfully complete the internship during the period of validity of the statement of eligibility, the teacher intern shall requalify for admission to the remaining one (1) year of internship by meeting the requirements in effect at the time of reapplication for certification.

(3)(a) If the teacher intern is unable to complete the internship within one (1) school year in accordance with the requirements of Section 5 of this administrative regulation, an interim report shall be submitted to the EPSB through the electronic system, or by hard copy if the electronic system is unavailable within ten (10) days of the date the internship ceases.

(b) Under extraordinary circumstances and with the approval of the EPSB, the teacher intern may continue the internship during a subsequent school year if employed in a public or nonpublic accredited school. Extraordinary circumstances shall include:

1. Serious medical conditions;
2. Temporary disability; or
3. Military deployment.

(c) The provisions of Section 4 of this administrative regulation shall not apply in this situation.

Section 7. Payments to Committee Members. (1) In accordance with the budgetary act, the Education Professional Standards Board shall contract with the local school district, or make other appropriate arrangements, for:

(a) The direct service of a resource teacher to each teacher intern;

(b) Participation in classroom observations and committee meetings; and

(c) The employment of substitute teachers to provide at least twenty (20) clock hours of released time for the resource teacher to observe and assist the teacher intern during normal working hours.

(2) A resource teacher shall:

(a) Not serve as a resource teacher for more than one (1) teacher intern concurrently; and

(b) Be paid a stipend in accordance with subsection (3) of this section.

(3)(a) Except as provided by paragraphs (b) and (c) of this subsection, the stipend shall be:

1. \$1,400 for a year of service; and

2. Disbursed in accordance with KRS 161.030(6)(f) on a biannual basis corresponding to the semester in which the mentoring occurred or on an annual basis for full-year interns with payment being disbursed at the end of the one (1) year internship.

a. The frequency of the disbursement shall be at the option of the district if the resource teacher is serving in a public school district.

b. If the resource teacher is serving in a nonpublic school, the frequency of the disbursement shall be determined by the submission of the resource teacher time sheets.

(b) If the school or school district where the internship takes place fails to submit the time sheets by the date stipulated in Section 6(1) of this administrative regulation, the Education Professional Standards Board staff shall refuse payment of the stipend.

(c) The stipend shall be prorated if the required number of hours are not performed and documented in legitimate and appropriate pursuit of successful completion of the internship pursuant to the requirements of Section 5(2) of this administrative regulation.

Section 8. Use of the New Teacher Performance Assessment by Internship Participants. (1) Beginning with the 2006-07 school year, and for full-year interns beginning the Fall of 2007, a school or district may require all interns employed to use the new Teacher Performance Assessment in lieu of the traditional internship assessments contained within "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants."

(2) Beginning January 1, 2008, all school districts and all nonpublic schools participating in the Kentucky Teacher Internship Program shall use the new Teacher Performance Assessment with all interns beginning their internship in lieu of the traditional internship assessments contained within "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants"

(3) Prior to serving as a member of the beginning teacher committee for a teacher intern using the new Teacher Performance Assessment, the principal, resource teacher, and teacher educator each shall have completed the new Teacher Performance Assessment internship committee training.

(4) During the year of the internship using the new Teacher Performance Assessment, the teacher intern and the beginning teacher committee shall utilize the Kentucky Internship Program scoring rubrics and forms contained within the Kentucky Teacher Internship Program Teacher Performance Assessment Handbook, incorporated by reference.

(5) To the extent that they do not conflict with this section, all other provisions of this administrative regulation shall apply to the intern using the new Teacher Performance Assessment.

(6) Participation in the Kentucky Teacher Internship Program using the new Teacher Performance Assessment shall not alter any rights ordinarily afforded to teacher interns or employing schools or school districts under the Kentucky Teacher Internship Program. Use of the new Teacher Performance Assessment shall not form a basis for appeal of a teacher intern's failure of the Kentucky Teacher Internship Program.

Section 9. Appeals. (1)(a) Appeals by teacher interns shall be reviewed by a committee of four (4) persons. The appeals committee shall include:

1. One (1) teacher;
2. One (1) principal;
3. One (1) teacher educator; and
4. The Executive Director of the Education Professional Standards Board, or his or her designee.

(b) The committee members shall be chosen from a pool of committee candidates appointed annually by the Education Professional Standards Board.

(c) An appeals committee member shall not take part in a decision in which the member has an interest or is biased.

(2)(a) The teacher intern shall file the appeal within thirty (30) calendar days of the date the written notice of failure of the internship is received by the teacher intern by certified mail return receipt requested. If the teacher intern fails to maintain a current address with the Education Professional Standards Board or refuses to claim the certified mail, the appeal shall be filed within thirty-five (35) days of the date the notice is mailed to the teacher intern's last known address.

(b) Upon receipt of the appeal, the Education Professional Standards Board shall send a copy to the members of the beginning teacher committee. Each member may file a written response within fifteen (15) days of receipt.

(3)(a) The appeals committee shall review the written appeal by the teacher intern, all beginning teacher committee reports, any additional documentation that accompanied the final report, and any written responses from the members of the beginning teacher committee.

(b) The appeals committee shall base its recommendation upon the following requirements:

1. Evidence of the teacher intern's ability to meet the requirements of the new teacher standards;
2. Appropriate documentation of at least twenty (20) hours in the instructional setting and fifty (50) hours outside normal working hours spent by the resource teacher in assisting the teacher intern;
3. Assignment of beginning teacher committee members in accordance with legal requirements;
4. Compliance with the requirements for the timing, content, reporting, and signing of teacher intern performance records, meeting and observation forms, and resource teacher time sheets; and
5. Agreement between teacher intern performance records, professional growth plans, beginning teacher committee meeting reports, and the final decision of the committee.

(4) The appeals committee shall make a recommendation to the Education Professional Standards Board on the appeal within sixty (60) days following the receipt of the appeal, unless good cause exists for additional time. The Education Professional Standards Board shall issue a final

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decision in each appeal reviewed by the appeals committee. The Education Professional Standards Board may consider the appeals committee recommendation and the records reviewed by the appeals committee in issuing its decision.

(5) If the decision of the beginning teacher committee is not upheld, the Education Professional Standards Board shall issue the appropriate certificate to the teacher intern.

(6) If the decision of the beginning teacher committee is upheld, the Education Professional Standards Board shall issue another Statement of Eligibility for Internship, unless:

(a) The teacher intern has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program; or

(b) The period of validity of the statement of eligibility has expired.

(7) If, during the appeal process, it becomes evident that the beginning teacher committee has committed some procedural violation during the internship which makes it impossible to determine if the teacher intern has in fact been unsuccessful, the Education Professional Standards Board may nullify the internship and allow the teacher intern to repeat the internship without penalty.

(8) If the teacher intern is not satisfied with the decision of the board based on the recommendation of the appeals committee, the teacher intern may request a formal hearing under the provisions of KRS Chapter 13B. The request shall be filed in writing with the Executive Director of the Education Professional Standards Board within fifteen (15) calendar days of the date the board's decision is received by the teacher intern.

(9) In notifying the teacher intern of the board's decision, the Education Professional Standards Board shall send the decision of the board by certified mail to the last known address of the teacher intern. If the teacher intern fails to notify the Education Professional Standards Board of an updated or correct address, or refuses to claim the certified mail when presented, the request for a hearing shall be filed in writing with the Executive Director of the Education Professional Standards Board within (20) calendar days of the date the board's decision is mailed to the teacher intern by certified mail.

Section 10. A teacher intern who has not successfully completed the internship and has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program shall not be eligible for a Kentucky teaching certificate under this administrative regulation.

Section 11. An intern serving the internship in Interdisciplinary Early Childhood Education (IECE) shall successfully demonstrate the new teacher standards as adapted to the IECE standards and shall utilize the IECE Observation Instrument incorporated by reference.

Section 12. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants," March 2005 edition;

(b) "Statement of Eligibility/Confirmation of Employment form," revised November 2004;

(c) "Kentucky Teacher Internship Program Teacher Performance Assessment Handbook", June 2006 edition;

(d) KTIP TPA Intern Performance Record, June 2006 edition; and

(e) "IECE Observation Instrument", January 2005 edition.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (22 Ky.R. 1422; Am. 1602; eff. 3-7-96; 25 Ky.R. 129; eff. 9-3-98; 26 Ky.R. 1043; 1557; eff. 2-14-2000; 27 Ky.R. 3158; 28 Ky.R. 380; eff. 8-15-01; Recodified from 704 KAR 20:690, 7-2-02; 30 Ky.R. 372; 902; 1198; eff. 12-1-03; 31 Ky.R. 1868; 32 Ky.R. 40; eff. 8-29-05; 33 Ky.R. 843; 1277; eff. 12-1-06.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information Item B

Information Item:

June 2007 Test Reviews and Standard Setting Study

Applicable Statute or Regulation:

KRS 161:030
16 KAR 6:010

Applicable Goals:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Background:

Under the direction of the Education Professional Standards Board, staff works in collaboration with the Educational Testing Service (ETS) to conduct both Test Reviews and Standard Setting Studies of Praxis II tests. Test Reviews are held on currently used Praxis II tests to determine whether the content of the tests is still current and aligned with what beginning teachers should know and/or be able to do and to decide whether the current passing scores are still appropriate in light of performance trends, supply and demand, disparate impact on subpopulations, and/or other issues in the field. Standard Setting Studies are conducted on Praxis II tests that are being considered for use in Kentucky to determine whether or not the tests are valid for the use for which they are being considered, and through the process cut scores are recommended. The processes adopted by EPSB and conducted in collaboration with ETS are consistent with other states.

Tests were selected for review based on issues from the field, the date of the last Test Review/Standard Setting Study, performance trends, test volume, and highly qualified (HQ) requirements. This year's Test Reviews and Standard Setting Study were held June 11-14 for the following tests.

Social Studies: Content Knowledge (0081)

Social Studies: Interpretation of Materials (0083)

Mathematics: Content Knowledge (0061)

Mathematics: Proofs, Models, and Problems Part 1 (0063)

English Language Literature and Composition: Content Knowledge (0041)

English Language Literature and Composition: Essays (0042)

School Psychologist (0400)

Teaching English to Speakers of Other Languages (0360)

In addition to the Test Reviews, one Standard Setting Study was conducted on *Early Childhood Content Knowledge (0022)* to ascertain its validity to determine whether an IECE teacher is HQ to teach core academic subject matter at the kindergarten level. This test would not be required for certification, but it would serve as an option for IECE teachers who teach kindergarten and wish to be deemed HQ.

Both elementary and IECE certified teachers may teach kindergarten in Kentucky schools. Newly certified elementary teachers are automatically HQ because they meet the requirements of holding a bachelor's degree, having full state certification, and having demonstrated subject matter competency. Subject matter competency is demonstrated through successful completion of the test required for elementary certification. IECE teachers, however, have only the HOUSSE option at this time.

Test Review Results

The first three Test Reviews were held to determine whether the secondary Praxis II social studies, mathematics, and English content assessments would be valid for certifying middle school teachers within the same content areas, thus removing the requirement to complete the middle school tests for those who have completed the same secondary content tests. Current regulation requires that a teacher seeking certification in a middle school specialty area who has already passed the secondary Praxis assessments in the same content area must also take the appropriate middle school Praxis assessment.

Social Studies

Social Studies: Content Knowledge (0081)

Social Studies: Interpretation of Materials (0083)

Review Panel – 6 members

(two higher education representatives, four classroom teachers)

All panelists agreed that if a prospective middle school teacher achieved 159 or higher on *Social Studies: Content Knowledge (0081)* and 151 or higher on *Social Studies: Interpretation of Materials (0083)*, that individual would have demonstrated that he/she possesses sufficient content knowledge to teach social studies at the middle school level.

Mathematics

Mathematics: Content Knowledge (0061)

Mathematics: Proofs, Models, and Problems Part 1 (0063)

Review Panel – 5 members

(three higher education representatives, two classroom teachers)

Mathematics: Content Knowledge (0061)

All panelists agreed that (0061) is appropriate for determining whether a teacher candidate possesses enough content knowledge to teach mathematics at the middle school level.

Four panelists agreed that the current passing score of 125 is appropriate for use in certifying teachers to teach middle school. One requested the score be raised for both middle school and high school certification.

Mathematics: Proofs, Models, and Problems Part 1 (0063)

Four panelists agreed that (0063) is appropriate for determining whether a teacher candidate possesses enough content knowledge to teach mathematics at the middle school level. One

indicated the test should not be required for either middle school or high school mathematics certification.

Three panelists agreed that the current passing score of 141 is appropriate for use in certifying teachers to teach middle school.

English

English Language Literature and Composition: Content Knowledge (0041)

English Language Literature and Composition: Essays (0042)

Review Panel – 7 members

(three higher education representatives, four classroom teachers)

All panelists agreed that if a prospective middle school teacher achieved 160 or higher on *English Language Literature and Composition: Content Knowledge (0041)* and 155 or higher on *English Language Literature and Composition: Essays (0042)*, the individual would have demonstrated that he/she possesses sufficient content knowledge to teach English at the middle school level.

School Psychologist

School Psychologist (0400)

Review Panel – 5 members

(two higher education representatives, three school psychologists)

Four panelists agreed that the *School Psychologist (0400)* test content is sufficiently appropriate for certifying beginning school psychologists. One did not agree that the content was appropriate for certifying beginning school psychologists.

Four panelists agreed that the current passing score of 630 is appropriate for use in certifying school psychologists. One requested the score be raised to match the National Association for School Psychologists (NASP) required score, which is currently 660.

Teaching English to Speakers of Other Languages

Teaching English to Speakers of Other Languages (0360)

Review Panel – 5 members

(two higher education representatives, including the KYTESOL Board of Directors President; three classroom teachers)

All panelists agreed that the *Teaching English to Speakers of Other Languages (0360)* content is sufficiently appropriate for TESOL certification.

Three panelists agreed that the current passing score of 620 is appropriate for use in TESOL certification. Two panelists requested the score be lowered.

Standard Setting Study Results

The Standard Setting Panel was composed of 11 experts. These experts included kindergarten teachers and higher education faculty who work with early childhood and special education programs.

There are six test specifications for (0022). They are Language and Literacy, Mathematics, Social Studies, Science, Creative and Performing Arts, and Health and Physical Education. Panelists rated test specifications according to job relevancy (1=Very Important; 2=Important; 3=Somewhat Important; 4=Not Important).

Kentucky's decision rules for validating a test for state use require at least 70% of the test specifications to be rated 1 or 2. The overall positive rating for the specifications was 82%. The panel recommends a passing score of 165. This score was derived from the members' item level judgments.

For the past eight years the EPSB has set cut scores by following the decision rule used in May 1999:

Accept the recommendation of the validation panel unless the recommended cut score:

- 1. falls below the current passing score; or*
- 2. falls below the Southern Regional Education Board (SREB) average; or*
- 3. falls below the 15th national percentile; or*
- 4. exceeds the 25th national percentile.*

Currently, those SREB states that require early childhood Praxis tests are using tests developed prior to the release of (0022). Since the first administration of (0022) was April 2006, ETS does not yet have the performance trend data we typically use in determining at which national percentile the recommended passing score falls. The possible disparate impact on subpopulations is also indeterminable at this time.

In recognizing the absence of these data, it is noted that this test is not a requirement for certification, but rather an option for IECE teachers who wish to be deemed HQ to teach kindergarten. Therefore, staff would like to bring this item back to the Board in September as an action item and propose the Board approve the option of using (0022) as an instrument for determining whether an IECE teacher is HQ to teach core academic subject matter at the kindergarten level and accept the panel-recommended passing score of 165.

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Executive Director

Date:

August 27, 2007

16 KAR 6:010. Written examination prerequisites for teacher certification.

RELATES TO: KRS 161.020, 161.028(1), 161.030(3), (4)

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030(3), (4)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030(3) and (4) requires the Education Professional Standards Board to select the appropriate assessments required prior to teacher certification. This administrative regulation establishes the written examination prerequisites for teacher certification.

Section 1. A teacher applicant for certification shall successfully complete the appropriate written tests identified in this administrative regulation prior to Kentucky teacher certification.

Section 2. The Education Professional Standards Board shall require the test or tests and passing scores identified in this section for each new teacher applicant and each teacher seeking an additional certificate.

(1) An applicant for elementary certification shall take Elementary Education: Content Knowledge (0014) with a passing score of 148.

(3) An applicant for middle school certification shall take the middle school content test or tests based on the applicant's content area or areas with passing scores as identified in this subsection:

(a) Middle School Mathematics (0069) - 148;

(b) Middle School Science (0439) - 139;

(c) Middle School English Language Arts (0049) - 157; or

(d) Middle School Social Studies (0089) - 149.

(4) An applicant for certification for teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take each content test or test based on the applicant's content area or areas with the corresponding passing scores as identified in this subsection:

(a) Communication disorders:

1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;

(c) Moderate and severe disabilities:

1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2.a. Until August 31, 2007, Special Education: Teaching Students with Mental Retardation (0321) - 146;

b. Beginning September 1, 2007 and until August 31, 2008, Special Education: Teaching Students with Mental Retardation (0321) - 146 or Education of Exceptional Students: Severe to Profound Disabilities (0544) - 156;

c. Beginning September 1, 2008, Education of Exceptional Students: Severe to Profound Disabilities (0544) - 156;

(d) Hearing impaired:

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1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
2. Education of Deaf and Hard of Hearing Students (0271) - 167;
- (e) Hearing impaired with sign proficiency:
 1. Education of Exceptional Students: Core Content Knowledge (0353) - 157;
 2. Education of Deaf and Hard of Hearing Students (0271) - 167; and
 3. One (1) of the following tests with a passing score of "Intermediate Level":
 - a. Sign Communication Proficiency Interview (SCPI); or
 - b. Educational Sign Skills Evaluation (ESSE); and
- (f) Visually impaired:
 1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
 2. Teaching Students with Visual Impairments (0280) - 700.

(5) An applicant for certification at the secondary level shall take the content test or tests corresponding to the applicant's content area or areas with the passing scores identified in this subsection:

- (a) Biology:
Content Knowledge (0235) - 146;
- (b) Chemistry:
Content Knowledge (0245) - 147;

- (c) English:
 1. English Language and Literature: Content Knowledge (0041) - 160; and
 2. English Language, Literature and Composition Essays (0042) - 155;
- (d) Social Studies:
 1. Social Studies: Content Knowledge (0081) - 151; and
 2. Social Studies: Interpretation of Materials (0083) - 159;
- (e) Mathematics:
 1. Mathematics: Content Knowledge (0061) - 125; and
 2. Mathematics: Proofs, Models, and Problems (0063) - 141;

- (f) Physics:
Content Knowledge (0265) - 133; and
- (g) Earth Science:
Content Knowledge (0571) - 145.

(6) An applicant for certification in all grades in the following content area or areas shall take the content test or tests with the passing scores as identified in this subsection.

- (a) Art:
 1. Art Content Knowledge (0133) - 158; and
 2. Art Making (0131) - 154;
- (b) French: French: Content Knowledge (0173) - 159;
- (c) German: German: Content Knowledge (0181) - 157;
- (d) Health: Health Education (0550) - 630;
- (e) Latin: Latin (0600) - 700;
- (f) Integrated music:
 1. Music: Content Knowledge (0113) - 154; and
 2. Music: Concepts and Processes (0111) - 145;
- (g) Vocal music:
 1. Music: Content Knowledge (0113) - 154; and
 2. Music: Concepts and Processes (0111) - 145;
- (h) Instrumental music:
 1. Music: Content Knowledge (0113) - 154; and

2. Music: Concepts and Processes (0111) - 145;

(i) Physical education:

1. Physical Education: Content Knowledge (0091) - 147; and

2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;

(j) Spanish: Spanish: Content Knowledge (0191) - 160;

(k) School Media Librarian: Library Media Specialist (0310) - 640; or

(l) School Psychologist: NTE Specialty Area Examination - 630.

(7) An applicant for career and technical education certification to teach in grades 5-12 with one (1) or more of the following specializations shall take the content test or tests with the passing scores as identified in this subsection:

(a) Agriculture: Agriculture (0700) - 520;

(b) Business and Marketing Education - Business Education (0100) -590;

(c) Family and Consumer Sciences (0120) - 600;

(d) Technology Education - Technology Education (0050) - 600; or

(e) Industrial education. An applicant for industrial education with one (1) or more trade and industry specializations shall complete the assessments established in 16 KAR 6:020.

(8) An applicant for a restricted base certificate in the following content area or areas shall take the content test or tests with the passing scores identified in this subsection:

(a) English as a Second Language: English to Speakers of Other Languages (0360) - 620;

(b) Speech/Media Communications: Speech Communication (0220) - 580; or

(c) Theater: Theatre (0640) - 630.

(9) An applicant for an endorsement in the following content area or areas shall take the content test or tests with the passing scores identified in this subsection:

(a) English as a Second Language: English to Speakers of Other Languages (0360) - 620; or

(b) Learning and Behavior Disorders, grades 8-12: Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

Section 3. In addition to the content area test or tests established in Section 2 of this administrative regulation, the pedagogy tests and passing scores identified in this section shall be required for each new teacher applicant. If an individual is seeking additional certification in any area, the applicant shall only take one (1) of the pedagogy tests identified in this administrative regulation.

(1) An applicant for elementary certification (grades P-5) shall take Principles of Learning and Teaching: Grades K-6 (0522) - 161.

(2) An applicant for middle school certification grades five (5) through nine (9) shall take Principles of Learning and Teaching: Grades 5-9 (0523) - 161.

(3) An applicant applying only for certification for teacher of exceptional children shall not be required to take a separate pedagogy test established in this section. The content area test or tests established in Section 2 of this administrative regulation shall fulfill the pedagogy test requirement for a teacher of exceptional children.

(4) An applicant for certification at the secondary level grades eight (8) through twelve (12) shall take Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(5) An applicant for certification in all grades with a content area (e.g., art, music, etc.) shall take either:

(a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

(b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(6) An applicant for career and technical education certification in grades five (5) through twelve (12) shall take either:

- (a) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or
- (b) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(7) An applicant for a restricted base certificate shall take one (1) of the following pedagogy tests corresponding to the grade range of the specific restricted base certificate:

- (a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;
- (b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or
- (c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

Section 4. Assessment Recency. (1) A passing score on a test established at the time of administration shall be valid for the purpose of applying for certification for five (5) years from the test administration date.

(2) A teacher who fails to complete application for certification to the Education Professional Standards Board within the applicable recency period of the test and with the passing score established at the time of administration shall retake the appropriate test or tests and achieve the appropriate passing score or scores required for certification at the time of application.

(3) The test administration date shall be established by the Educational Testing Service or other authorized test administrator.

Section 5. (1) An applicant for initial certification shall take the assessments on a date established by:

- (a) The Educational Testing Service;
- (b) The Education Professional Standards Board for special administration; or
- (c) The agency established by the Education Professional Standards Board as the authorized test administrator.

(2) An applicant shall authorize test results to be forwarded by the Educational Testing Service, or other authorized test administrator, to the Kentucky Education Professional Standards Board and to the appropriate teacher preparation institution where the applicant received the relevant training.

(3)(a) Public announcement of testing dates and locations shall be issued sufficiently in advance of testing dates to permit advance registration.

(b) An applicant shall seek information regarding the dates and location of the tests and make application for the appropriate examination prior to the deadline established and sufficiently in advance of anticipated employment to permit test results to be received by the Education Professional Standards Board and processed in the normal certification cycle.

Section 6. An applicant shall pay the appropriate examination fee established by the Educational Testing Service or other authorized test administrator for each relevant test required to be taken.

Section 7. An applicant who fails to achieve at least the minimum score on any of the appropriate examinations may retake the test or tests during one (1) of the scheduled test administrations...

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information Item C

Information Item:

2008 Legislative Agenda

Applicable Statutes and Regulation:

KRS 161.048

Applicable Goal:

All Goals

Background:

The General Assembly will meet for its regularly scheduled 60-day Session beginning in January 2008. Prior to the commencement of legislative session, the Board customarily prepares with the aid of staff a legislative agenda designed to promote the Board's mission. Staff utilizes the final legislative agenda to prepare proposed bills for statutory amendments and to advance the Board's goals when working with legislators.

During this legislative session, the General Assembly will be required to pass the 2008-2010 budget for the Commonwealth. During the next few months the Board will review and approve the EPSB's 2008-2010 budget request. In combination with that request, staff recommends including in the legislative agenda a request for budgetary language that will allow the EPSB to receive an emergency budget allocation as part of the 2008 legislative agenda.

In addition to the budgetary language, staff also advocates the inclusion in the final agenda of a proposal to amend KRS 161.048(6), the alternative certification route known as Troops to Teachers. Mirroring recent amendments to the federal authorizing statute, the proposed amendments would broaden the scope of the program to include armed forces reservists.

Staff also seeks Board input to finalize preparation of the legislative agenda. A proposed agenda incorporating Board comments and requests will be presented to the Board for informational review again at the September meeting.

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Executive Director

Date:

August 27, 2007

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information Item D

Information Item:

The Preparation of Math and Science Teachers

Applicable Statutes and Regulation:

KRS 161.028

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Background:

During the 2007 summer retreat the EPSB asked that a plan be presented on how to improve the preparation of math and science teachers.

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August 27, 2007

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information Item E

Information Item:

16 KAR 1:010. Standards for Certified School Personnel, Amendment, Notice of Intent

Applicable Statutes and Regulation:

161.028, 161.030

16 KAR 1:010, 5:010, 8:020

Applicable Goal:

Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Background:

In September 2005, the EPSB appointed a committee to bring recommendations regarding design and approval of advanced rank change programs. During the May 2006 board meeting, the Master's Redesign Committee made the final report to the Education Professional Standards Board (EPSB). Included in the report was the recommendation to combine the New and Experienced Teacher Standards into one set of standards with separate indicators for new and experienced teachers. In August 2006, the EPSB appointed the Standards Committee to make the revisions, and the final report was presented to the board May 2007.

The draft standards were renamed Kentucky Teacher Standards with the leadership standard, performance indicators, and reordering of the standards as the major revisions. The Kentucky Teacher Internship Program (KTIP) Pilot Project had included the leadership standard in the assessment of all KTIP Pilot interns during the implementation of the Teacher Quality Enhancement Grant (TQEG). The Master's Redesign Committee believed that demonstrating leadership is an important indicator for all educators, even beginning teachers.

The title of the standards has not changed, but each standard will have a set of indicators. Each indicator will have two levels of performance: Initial level (for preservice/intern teachers) and Advanced level (for experienced teachers). The initial level performances noted from the indicators for the combined standards are, with some modification, the levels of performance presently being used in the Kentucky Teacher Internship Program, Teacher Performance Assessment. The advanced level indicators were revised across all standards.

There is some overlap with the initial and advanced indicators, but it is not significant or without justification. Both preservice candidates and classroom teachers often requested that both the initial and advanced level candidates address the same performance indicators because of the high expectation of performance in the classroom.

Agenda Book

A review of the New and Experienced Teacher Standards revealed that the standards were not aligned. In response to a need created by the addition of Standard VII (Content) in 1994, the committee prioritized the standards to make the sequence more logical. Rearranging the sequence necessitates the revision of the *Intern Performance Record* (IPR) and the *Teacher Performance Assessment* (TPA) *Handbook*, both of which were already scheduled for revision before the 2008-2009 school year to reflect what was learned in the last two years of the TQEG. The Kentucky Teacher Standards will not have an adverse affect on KTIP processes or regulations.

Public school educators are planning for the new standards to revise district evaluation systems. Higher education institutions will be given time to make adjustments to programs and assessment systems. It is the staff's understanding that Kentucky Teacher Standards will be implemented in KTIP through regulatory changes that will occur next year. The Kentucky Teacher Standards are aligned both with the National Board for Professional Teaching Standards and terminology and the Interstate New Teacher Assessment and Support Consortium.

Because the New and Experienced Teacher Standards are codified in regulation, the EPSB will have to amend the regulation.

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16 KAR 1:010. Standards for certified school personnel.

RELATES TO: KRS 161.020, 161.028(1)(a), 161.030, 161.048(1)(d), 161.095, 161.120

STATUTORY AUTHORITY: KRS 161.020, 161.028(1)(a), 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) requires the Education Professional Standards Board to establish standards for obtaining and maintaining a teaching certificate. This administrative regulation establishes the standards required for certified school personnel to obtain or maintain certification.

~~Section 1. [Successful completion of the standards established in Section 2 of this administrative regulation shall be indicated using the criteria established in:~~

~~—(1) New Teacher Standards for Preparation and Certification; or~~

~~—(2) Experienced Teacher Standards for Preparation and Certification.~~

~~Section 2.] Kentucky [New] Teacher Standards for Preparation and Certification.~~

The following ~~[new teacher]~~ standards ~~[established in this section]~~ shall be used in the evaluation and assessment of a teacher for initial and advanced certification and for the accreditation of teacher preparation programs~~[, which shall be designed to]:~~

(1) STANDARD 1: The Teacher Demonstrates Applied Content Knowledge:

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

(2) STANDARD 2: The Teacher Designs and Plans Instruction: The teacher

designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

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(3) STANDARD 3: The Teacher Creates and Maintains Learning Climate: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

(4) STANDARD 4: The Teacher Implements and Manages Instruction: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

(5) STANDARD 5: The Teacher Assesses and Communicates Learning Results: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

(6) STANDARD 6: The teacher demonstrates the implementation of technology: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

(7) STANDARD 7: Reflects on and Evaluates Teaching and Learning: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

(8) STANDARD 8: Collaborates with Colleagues/Parents/Others: The teacher collaborates with colleagues, parents, and other agencies to design,

implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

(9) STANDARD 9: Evaluates Teaching and Implements Professional Development: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

(10) STANDARD 10: Provides Leadership within School/Community/Profession: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

~~[(1) Address the student academic expectations as provided by 703 KAR 4:060;~~
~~— (2) Meet the content standards provided by 16 KAR 5:010;~~
~~— (3) Prepare a candidate to teach children, including a child from a culturally diverse background; and~~
~~— (4) Manage tasks identified in the new teacher performance standards:~~
~~— (a) New Teacher Standard I, designs and plans instruction. The teacher designs and plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~
~~— (b) New Teacher Standard II, creates and maintains learning climates. The teacher creates a learning climate that supports the development of student abilities~~

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~~to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~—(c) New Teacher Standard III, implements and manages instruction. The teacher introduces, implements, and manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~—(d) New Teacher Standard IV, assesses and communicates learning results. The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~—(e) New Teacher Standard V, reflects and evaluates teaching and learning. The teacher reflects on and evaluates specific teaching and learning situations and programs;~~

~~—(f) New Teacher Standard VI, collaborates with colleagues, parents, and others. The teacher collaborates with colleagues, parents, and other community agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~—(g) New Teacher Standard VII, engages in professional development. The teacher evaluates his overall performance with respect to modeling and teaching~~

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2 ~~Kentucky's learning goals established in KRS 158.6451, refines the skills and~~
3 ~~processes necessary, and implements a professional development plan;~~

4 ~~— (h) New Teacher Standard VIII, content knowledge. The teacher demonstrates a~~
5 ~~current and sufficient academic knowledge of certified content areas to develop~~
6 ~~student knowledge and performance in those areas; and~~

7 ~~— (i) New Teacher Standard IX, demonstrates implementation of technology. The~~
8 ~~teacher uses technology to support instruction; access and manipulate data;~~
9 ~~enhance professional growth and productivity; communicate and collaborate with~~
10 ~~colleagues, parents, and the community; and conduct research.~~

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12 ~~— Section 3. Experienced Teacher Standards for Preparation and Certification. The~~
13 ~~experienced teacher standards established in this section shall be used in the~~
14 ~~accreditation of teacher preparation programs and in the evaluation and assessment~~
15 ~~of a teacher for certification purposes, other than for a plan in a professional~~
16 ~~education specialty for which the Education Professional Standards Board has~~
17 ~~established specific standards in KAR Title 16.~~

18 ~~— (1) Experienced Teacher Standard I, demonstrates professional leadership. The~~
19 ~~teacher provides professional leadership within the school, community, and~~
20 ~~education profession to improve student learning and well-being;~~

21 ~~— (2) Experienced Teacher Standard II, demonstrates knowledge of content. The~~
22 ~~teacher demonstrates content knowledge within own area of certification and~~
23 ~~application to other areas, content areas, and certification areas;~~

24 ~~— (3) Experienced Teacher Standard III, designs and plans instruction. The teacher~~
25 ~~designs and plans instruction that develops student abilities to use communication~~

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~~skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~— (4) Experienced Teacher Standard IV, creates and maintains learning climate.~~

~~The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~— (5) Experienced Teacher Standard V, implements and manages instruction. The teacher introduces, implements, and manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~— (6) Experienced Teacher Standard VI, assesses and communicates learning results. The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~— (7) Experienced Teacher Standard VII, reflects and evaluates teaching and learning. The teacher reflects on and evaluates teaching and learning;~~

~~— (8) Experienced Teacher Standard VIII, collaborates with colleagues, parents, and others. The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals,~~

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2 ~~become responsible team members, think and solve problems, and integrate~~
3 ~~knowledge;~~

4 ~~— (9) Experienced Teacher Standard IX, engages in professional development.~~

5 ~~The teacher evaluates own overall performance in relation to Kentucky's learner~~
6 ~~goals as established in KRS 158.6451 and implements a professional development~~
7 ~~plan; and~~

8 ~~— (10) Experienced Teacher Standard X, demonstrates implementation of~~
9 ~~technology. The teacher uses technology to support instruction; access and~~
10 ~~manipulate data; enhance professional growth and productivity; communicate and~~
11 ~~collaborate with colleagues, parents, and the community; and conduct research.~~

12 ~~— Section 4. Incorporation by Reference. (1) The following material is incorporated~~
13 ~~by reference:~~

14 ~~— (a) New Teacher Standards for Preparation and Certification, November 1994;~~
15 ~~and~~

16 ~~— (b) Experienced Teacher Standards for Preparation and Certification, June 1994.~~

17 ~~— (2) This material may be inspected, copied, or obtained at the Education~~
18 ~~Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky~~
19 ~~40601.]~~

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information Item F

Information Item:

The Master's for Rank II Redesign Programs: Amendment, Notice of Intent for 16 KAR 2:010, 16 KAR 4:010, and 16 KAR 5:010.

Repeal, Notice of Intent for 16 KAR 8:021

Applicable Statutes and Regulation:

161.028, 161.030

16 KAR 8:021, 2:010, 4:010, 5:010

Applicable Goal:

Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Background:

In September 2005, the Education Professional Standards Board (EPSB) appointed a thirteen member committee to redesign the master's degree programs for rank change to become programs not only concerned with the transmission of knowledge but also with actual involvement in the processes by which knowledge is attained. It was also decided that educators need rigorous and relevant master's degree programs for rank change to better equip them for teaching. The redesigned master's degree programs for rank change should represent current best practices, focusing on how educators learn, while engaging them in intellectual discourse.

Once the Master's Redesign Committee presented its final report in May 2006, the EPSB appointed the Guidelines/Protocol Committee to continue the development of the master's redesign for rank change process. This committee has completed its work and created the process for implementing the new master's degree program for rank change. EPSB staff has made the necessary regulatory changes for board review and discussion. Regulations requiring amendments to address the master's redesign are as follows:

- 16 KAR 2:010 Kentucky teaching certificates
- 16 KAR 4:010 Qualifications for professional school positions
- 16 KAR 5:010 Standards for accreditation of educator preparation units and approval of programs
- 16 KAR 8:021 Fifth-year Program for renewal of teaching certificates, Repeal

The necessary changes are summarized separately with the actual regulations attached.

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Executive Director

Date:

August 27, 2007

Issue 1:

16 KAR 2:010 Kentucky teaching certificates:

- (8) **“Major”** means an academic area of concentration consisting of at least thirty (30) hours of coursework.

During the 2006 retreat, staff presented information to board members showing how the state had been cited by national reports for not requiring teachers to have a major or minor. Data from the Quality Counts Report showed that nationally on average 64 percent of secondary teachers major in the core academic subject they teach. EPSB research revealed that Kentucky educators graduate with a major and/or minor in the subject area they teach. Middle and high school teachers usually earn a degree in the content area. Of the states that border Kentucky, all except West Virginia require a major for secondary teachers. Nationally, twenty-eight states require a major for secondary teachers.

- *Teacher leader endorsement* added as a certificate.

Issue 2:

16 KAR 4:010 Qualifications for professional school positions:

- **Section 5: (2) Option 2: Teacher Leader Endorsement.**

Candidates completing the redesigned masters program for rank change will receive the *teacher leader endorsement* on their certificate.

- **Section 6 Reading Program Consultant:** A reading program consultant shall qualify for the position on the basis of certification as a reading specialist or as an elementary consultant.

This change is proposed because elementary teachers are certified to teach reading. This further clarifies that teachers holding the elementary consultant endorsement may also serve as a reading consultant.

Issue 3:

16 KAR 5:010 Standards for accreditation of educator preparation units and approval of programs:

- **Section 5:** (3) The Accreditation Audit Committee (AAC) replaces the Reading Committee in reviewing the college and university annual reports. The AAC is responsible for making recommendations to EPSB on accreditation issues. Therefore, the AAC has an established knowledge base with the areas for improvement for the individual colleges and universities.
- **Section 12:** Teacher Leader Master’s Programs and Advanced Programs for Rank I and II. This section is devoted to the establishment of the redesigned master’s program, timelines for implementation of the program, components

that should be included in the design, and criteria for adding *teacher leader* to the redesigned master's degree program for rank change. Institutions with approved teacher leader master's program may establish an endorsement program of *teacher leader* coursework for candidates who received master's degrees at out of state institutions or who received master's degrees from Kentucky programs approved prior to May 31, 2008.

- **Section 16:** The board wanted to ensure that the language of the regulation clarifies that an off-campus program is part of a unit and that only a unit, not an off-campus program, may be accredited.
- **Section 19:** This section is a continuation of **Section 16**. When AAC recommendations differ from the findings of the BOE, the BOE Team Chair may write a separate response. The BOE Team Chair's response will be included with the AAC recommendations when accreditation decisions are on the board's agenda.
- **Section 21:** Revocation for Cause is new language providing for a more detailed comprehensive process than the regulation currently outlines. This section confirms the board's authority over accreditation and program approval as stated in KRS161.028.
- **Section 27:** In May 2007, the EPSB appointed the Educator Preparation Program Quality Measurement Committee to review and redesign the current accountability system used to measure the quality and effectiveness of all educator preparation units accredited by Kentucky. The Quality Performance Index (QPI) is part of the accountability system. In June 2007, the EPSB approved the Educator Preparation Program Quality Measurement Committee's request for a waiver of the QPI until the committee submits recommendations to the board. This change is to comply with the board's approval of the waiver request.
- **Section 28:** On-line programs have been on the board's retreat agenda for more than three years. The current language in the regulation has been expanded to require on-line or distance learning programs outside Kentucky to be accredited by one of two national organizations. The National Council for Accreditation of Teacher Education (NCATE) and Distance Education Training Council (DETC) are recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA).

Issue 4:

16 KAR 8:021 Fifth-year Program for renewal of teaching certificates, Repeal:

- This regulation actually sunset on September 1, 1995 and is no longer operational. The regulation was never officially removed from agency records and therefore, continues to be listed as one of EPSB's administrative regulations. Candidates pursuing programs under this administrative regulation could document completion of the program with the Division of Certification prior to June 30, 2001. This regulation was replaced by 16 KAR 8:020.

16 KAR 2:010. Kentucky teaching certificates.

RELATES TO: KRS 158.6451, 161.020, 161.028(1), 161.030

STATUTORY AUTHORITY: KRS 161.028(1)(a), (b), (f), 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) requires the Education Professional Standards Board to establish the standards for obtaining and maintaining a teaching certificate. KRS 161.028(1)(b) requires the board to set standards for programs for the preparation of teachers and other professional school personnel. KRS 161.028(1)(f) requires the board to issue and renew any certificate. This administrative regulation establishes the Kentucky certification to be issued for teaching positions.

Section 1. Definitions. (1) "Approved program of preparation" means a program which has been approved by the Education Professional Standards Board under 16 KAR 5:010 for a specific certification or which has been approved for certification by the state education agency of another state.

(2) "Assessments" means the tests of knowledge and skills authorized by KRS 161.030 and established in 16 KAR 6:010.

(3) "Base certificate" means a stand-alone license to teach which encompasses authorization to teach introductory and interdisciplinary courses in related fields.

(4) "Beginning teacher internship" means one (1) year of supervision, assistance, and assessment required by KRS 161.030 and established in 16 KAR 7:010.

(5) "Certificate endorsement" means an addition to a base or restricted base certificate, which is limited in scope and awarded on the basis of completion of an

endorsement program or a combination of educational requirements, assessments and experience as outlined in Section 5 of this administrative regulation.

(6) "Certificate extension" means an additional base or restricted base certificate in a content area or grade range.

(7) "Kentucky teacher standards" [~~"Experienced teacher standards"~~] means the standards established in 16 KAR 1:010 that identify what a Kentucky [~~an effective experienced~~] teacher shall know and be able to do.

(8) "Major" means an academic area of concentration consisting of at least thirty (30) hours of coursework. [~~"New teacher standards" means the standards established in 16 KAR 1:010 that identify what a new teacher shall know and be able to do.~~]

(9) "Professional teaching certificate" means the document issued to:

(a) An individual upon successful completion of the beginning teacher internship; or

(b) An applicant for whom the testing and internship requirement is waived under KRS 161.030 based on preparation and experience completed outside Kentucky.

(11) [~~(10)~~] "Provisional teaching certificate" means the document issued to an individual for the duration of the beginning teacher internship program.

(12) [~~(11)~~] "Restricted base certificate" means a stand-alone license to teach in a specific subject area of certification which is the only subject area that can be taught under this limited certificate.

(13) [~~(12)~~] "Statement of eligibility" means the document issued to an applicant upon completion of an approved program of preparation and successful completion of the assessments.

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2 Section 2. Certificate Issuance. (1) A statement of eligibility for a provisional
3 teaching certificate shall be issued to an applicant who has successfully completed:

4 (a)1. At least a bachelor's degree with:

5 a. A cumulative grade point average of 2.50 on a 4.0 scale; or

6 b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of
7 credit completed, including undergraduate and graduate coursework; or

8 2. As required by Section 4(2)(g)6 and (4)(e) of this administrative regulation, a
9 master's degree with:

10 a. A cumulative grade point average of 2.50 on a 4.0 scale; or

11 b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of
12 credit completed, including undergraduate and graduate coursework;

13 (b) An approved program of preparation; and

14 (c) The assessments corresponding to the certificate identified in Section 4 of
15 this administrative regulation for which application is being made.

16 (2) Upon confirmation of employment in an assignment for the grade level and
17 specialization identified on a valid statement of eligibility, a Provisional Teaching
18 Certificate shall be issued for the duration of the beginning teacher internship
19 established under KRS 161.030.

20 (3) Upon successful completion of the internship, a Professional Teaching
21 Certificate shall be issued, valid for a four (4) year period.

22 Section 3. Professional Teaching Certificate Renewal. (1) The renewal shall
23 require completion of a fifth-year program of preparation which is consistent with:

24 (a) The Kentucky [experienced] teacher standards established in 16 KAR 1:010;

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(b) The standards adopted by the Education Professional Standards Board for a particular professional education specialty and established in an applicable administrative regulation.

(2) The first five (5) year renewal shall require:

(a) Completion of a minimum of fifteen (15) semester hours of graduate credit applicable to the fifth-year program established in 16 KAR 8:020 by September 1 of the year of expiration of the certificate; or

(b) Completion of the professional development plan and a partial portfolio for the continuing education option established in 16 KAR 8:030.

(3) The second five (5) year renewal shall require:

(a) Completion of the fifth-year program established in 16 KAR 8:020 by September 1 of the year of expiration of the certificate; or

(b) Completion of the professional development plan and a full portfolio for the continuing education option established in 16 KAR 8:030.

(4) Each subsequent five (5) year renewal shall require completion of the renewal requirements established in 16 KAR 4:060.

Section 4. Grade Levels and Specializations. (1) Preparation for a teaching certificate shall be based on:

(a) The Kentucky [new] teacher standards established in 16 KAR 1:010;

(b) The accreditation and program approval standards established in 16 KAR 5:010, including the content standards of the relevant national specialty program associations; and

(c) The goals for the schools of the Commonwealth specified in KRS 158.6451 and the student academic expectations established in 703 KAR 4:060.

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(2) A base certificate shall be issued specifying one (1) or more of the following grade level and specialization authorizations:

(a) Interdisciplinary early childhood education, birth to primary, established in 16 KAR 2:040;

(b) Elementary school: primary through grade five (5) to include preparation in the academic disciplines taught in the elementary school.

1. The elementary certificate shall be valid for teaching grade six (6) if grade six (6) is taught in a self-contained classroom or in a school organization in which grade six (6) is housed with grade (5) in the same building.

2. A candidate for the elementary certificate may simultaneously prepare for certification for teaching exceptional children.

(c)1. Middle school option 1: grades five (5) through nine (9) with the equivalent of one (1) major to be selected from:

- a. English and communications;
- b. Mathematics;
- c. Science; or
- d. Social studies;

2. Middle school option 2: grades five (5) through nine (9) with two (2) middle school teaching fields to be selected from:

- a. English and communications;
- b. Mathematics;
- c. Science; or
- d. Social studies;

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3. A candidate who chooses to simultaneously prepare for teaching in the middle school and for an additional base or restricted base certificate issued under this subsection or subsection (3) of this section, including certification for teaching exceptional children, shall be required to complete one (1) middle school teaching field;

(d) Secondary school: grades eight (8) through twelve (12) with one (1) or more of the following majors [specializations]:

- 1. English;
- 2. Mathematics;
- 3. Social studies;
- 4. Biology;
- 5. Chemistry;
- 6. Physics; or
- 7. Earth science;

(e) Grades five (5) through twelve (12) with one (1) or more of the following majors [specializations]:

- 1. Agriculture;
- 2. Business and marketing education;
- 3. Family and consumer science;
- 4. Industrial education; or
- 5. Technology education;

(f) All grade levels with one (1) or more of the following majors [specialties]:

- 1. Art;
- 2. A foreign language;

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2 3. Health;

3 4. Physical education;

4 5. Integrated music;

5 6. Vocal music;

6 7. Instrumental music; or

7 8. School media librarian;

8 (g) Grades primary through twelve (12) for teaching exceptional children and for
9 collaborating with teachers to design and deliver programs for preprimary children,
10 for one (1) or more of the following disabilities:

11 1. Learning and behavior disorders;

12 2. Moderate and severe disabilities;

13 3. Hearing impaired;

14 4. Hearing impaired with sign proficiency;

15 5. Visually impaired;

16 6. Communication disorders, valid at all grade levels for the instruction of
17 exceptional children and youth with communication disorders, which shall require a
18 master's degree in communication or speech language pathology, in accordance
19 with 16 KAR 2:050, Section 2; or

20 7. Communication disorders - SLPA only, valid at all grade levels for the
21 instruction of exceptional children and youth with communication disorders, which
22 shall require a baccalaureate degree in communication or speech language
23 pathology, in accordance with 16 KAR 2:050, Section 3.

24 (3) A restricted base certificate shall be issued specifying one (1) or more of the
25 following grade level and specialization authorizations:

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- (a) Psychology, grades 8-12;
 - (b) Sociology, grades eight (8) through twelve (12);
 - (c) Journalism, grades eight (8) through twelve (12);
 - (d) Speech/media communications, grades eight (8) through twelve (12);
 - (e) Theater, primary through grade twelve (12);
 - (f) Dance, primary through grade twelve (12);
 - (g) Computer information systems, primary through grade twelve (12); or
 - (h) English as a second language, primary through grade twelve (12).
- (4) An endorsement to certificates identified in subsection (2) or (3) of this section shall be issued specifying one (1) or more of the following grade level and specialization authorizations:
- (a) Computer science, grades eight (8) through twelve (12);
 - (b) English as second language, primary through grade twelve (12);
 - (c) Gifted education, primary through grade twelve (12);
 - (d) Driver education, grades eight (8) through twelve (12);
 - (e) Reading and writing which shall require a master's degree in reading, primary through grade twelve (12);
 - (f) Instructional computer technology, primary through grade twelve (12);
 - (g) Teacher Leader, all grades;
 - (h) Other instructional services - school safety, primary through grade twelve (12);
 - (i) ~~[(h)]~~ Other instructional services - environmental education, primary through grade twelve (12);
 - (j) ~~[(i)]~~ Other instructional services - school nutrition, primary through grade twelve (12). The endorsement for school nutrition shall be obtained by either:

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1. Completion of the requirements of Section 5(2) of this administrative regulation;
 - or
 2. Obtaining the school food service and nutrition specialist (SFSN) credential issued by the American School Food Service Association (ASFSA); or
 - (j) Learning and behavior disorders, grades eight (8) through (12).
1. This endorsement shall be issued following completion of the requirements of Section 5(2) of this administrative regulation; and
 2. This endorsement shall only be issued to candidates with preparation and certification for a base or restricted base certificate for the secondary grades eight (8) through twelve (12).
- Section 5. Additional Certification. (1) A certificate extension may be issued for any base or restricted base certificate area offered in Section 4(2) or (3) of this administrative regulation and shall require:
- (a) A valid base or restricted base certificate, including a statement of eligibility;
 - (b) Successful completion of the applicable assessments; and
 - (c) Recommendation from an approved preparation program upon demonstration of competency in the relevant teaching methodology verified via coursework, field experience, portfolio, or other proficiency evaluation.
- (2) A certificate endorsement may be issued for any area listed in Section 4(4) of this administrative regulation and shall require:
- (a) A valid base or restricted base certificate, including a statement of eligibility;
 - (b) Successful completion of the applicable assessments; and
 - (c) Recommendation from an approved preparation program.

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(3)(a) In order to assist districts in meeting the "highly qualified" teacher requirements of the No Child Left Behind Act of 2001, 20 U.S.C. 6301 et seq., a professionally-certified teacher may add a certificate endorsement or extension if the teacher meets the requirements established in paragraph (b) of this subsection.

(b) A certificate extension or certificate endorsement shall be issued if an educator submits a completed application and meets the following requirements:

1. A valid Kentucky professional teaching certificate;
2. Current employment in a certified position or a bona fide offer of employment in a certified position in a Kentucky public school;
3. Successful completion of the applicable content assessments; and
4. Either:
 - a. A declared major in the area of certification being sought; or
 - b. A combination of education, experience, professional development, awards and achievements in the area of certification being sought sufficient to demonstrate subject matter competency as evidenced by a score of ninety (90) points on the HOUSSE Index contained within the application form, TC-HQ. Coursework shall be validated on the application by a Kentucky college or university approved by the EPSB to serve as a "clearinghouse" for the purposes of this option.

(4) If a teacher currently holds a professional certificate in the secondary grades, eight (8) through twelve (12), and applies for a certificate extension or endorsement in the same content area for middle school grades five (5) through nine (9), the teacher shall not be required to complete the content assessment.

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2 Section 6. A candidate pursuing certification via an alternative route to
3 certification shall receive the same certificates delineated in Section 4 of this
4 administrative regulation following completion of the appropriate requirements
5 specific to each alternative route.

6 Section 7. Application for certification or additional certification shall be made on
7 Form TC-1 and shall be accompanied by the fees required by 16 KAR 4:040.

8 Section 8. Incorporation by Reference. (1) The following material is incorporated
9 by reference:

10 (a) Form TC-1, rev. 4/2004, Education Professional Standards Board; and

11 (b) Form TC-HQ, edition 4/2004, Education Professional Standards Board.

12 (2) This material may be inspected, copied, or obtained, subject to applicable
13 copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd
14 Floor, Frankfort, Kentucky 40602, Monday through Friday, 8 a.m. to 4:30 p.m.

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16 KAR 4:010. Qualifications for professional school positions.

RELATES TO: KRS 158.782, 161.020, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and for programs of preparation for teachers and other professional school personnel, and KRS 161.030(1) requires all certificates issued under KRS 161.010 to 161.126 to be issued in accordance with the administrative regulations of the board. This administrative regulation establishes certificate qualifications for the positions in a local school district for which a specific certificate is not available.

Section 1. This administrative regulation shall not apply to a position for which a specific certificate is available under another administrative regulation promulgated by the board in KAR Title 16.

Section 2. School Business Administrator. The qualifications for the position of school business administrator shall be one (1) of the following:

(1) Kentucky certification for school superintendent;

(2) A bachelor's or advanced degree in business; or

(3) Valid Kentucky certification for school business administrator issued prior to September 1, 1994.

Section 3. Director of Districtwide Services. A director of districtwide services shall qualify for this position on the basis of certification either as a school superintendent, supervisor of instruction, school business administrator, or principal.

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Section 4. Director of Federally Supported Programs. A director of federally supported programs shall qualify for this position on the basis of certification either as a school superintendent, supervisor of instruction, or school principal.

Section 5. Consultant. A consultant in elementary education, special education, or in an academic subject field shall qualify for the position on the basis of the following:

- (1) Option 1: (a) Master's degree or nondegree fifth-year program;
- (b) ~~[(2)]~~ Certification in the appropriate subject field or service area; and
- (c) ~~[(3)]~~ Three (3) years of teaching experience in the appropriate subject field or service area; or ~~[-]~~
- (2) Option 2: Teacher Leader endorsement.

Section 6. Reading Program Consultant. A reading program consultant shall qualify for the position on the basis of certification as a reading specialist or as an elementary consultant.

Section 7. Gifted Education Coordinator. A gifted education coordinator shall qualify for the position on the basis of the following:

- (1) A master's degree or nondegree fifth-year program;
- (2) A certificate endorsement for teacher of gifted education; and
- (3) Three (3) years of teaching experience.

Section 8. Special Education Work Study Program Coordinator. A special education work study program coordinator shall qualify for the position on the basis of certification as a teacher of exceptional children.

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2 Section 9. Professional Development Coordinator. The professional development
3 coordinator shall qualify for the position on the basis of certification as a principal or
4 supervisor of instruction.

5 Section 10. Instructional Television Coordinator. An instructional television
6 coordinator shall qualify for the position on the basis of certification for classroom
7 teaching.

8 Section 11. Instructional Coordinator. The instructional coordinator shall qualify
9 for the position on the basis of certification for supervisor of instruction or school
10 principal at the appropriate level.

11 Section 12. School Health Coordinator. A school health coordinator shall qualify
12 for the position on the basis of certification for classroom teaching or certification for
13 school nurse.

14 Section 13. Chapter I Remedial Mathematics. A teacher holding a valid early
15 elementary certificate, grades K-4, shall qualify for teaching mathematics in a
16 Chapter I program in grades 5-8.

17 Section 14. Teachers for Alternative Schools. A classroom teacher in an
18 alternative school shall qualify on the basis of a certificate valid for classroom
19 teaching.

20 Section 15. Instructional Technology Director. An instructional technology
21 director shall qualify on the basis of a certificate valid for classroom teaching.

22 Section 16. Federal Grant Coordinator - School Level. A federal grant
23 coordinator at the school level shall qualify on the basis of a certificate valid for
24 classroom teaching.

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Section 17. Job Training Partnership Act Teacher. A teacher in the JTPA Program shall qualify on the basis of a certificate valid for classroom teaching.

Section 18. Family Resource Center Director. A family resource center director shall qualify on the basis of a certificate valid for classroom teaching or for administration.

Section 19. Migrant Advocate. A migrant advocate shall qualify on the basis of a certificate valid for classroom teaching.

Section 20. Home and Hospital Teacher. A home and hospital teacher shall qualify on the basis of a certificate valid for classroom teaching.

Section 21. Dean of Students. A dean of students shall qualify on the basis of an instructional leadership certificate - school principal.

Section 22. Testing Coordinator. A testing coordinator shall qualify on the basis of an individual intellectual assessment certificate, psychometrist certificate, supervisor certificate, or guidance certificate.

Section 23. District Assessment Coordinator. A district assessment coordinator shall qualify on the basis of certification either as a school superintendent, supervisor of instruction, or school principal.

Section 24. Highly-Skilled Educator. (1) A highly-skilled educator shall qualify on the basis of qualifications established by the Kentucky Department of Education pursuant to KRS 158.782 and 704 KAR 4:030.

(2)(a) Successful experience as a highly-skilled educator since July 1, 1998 shall be considered administrative experience for purposes of advanced administrative certification.

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2 (b) The Education Professional Standards Board shall review the certification
3 qualifications established in this subsection if any of the following requirements of
4 the highly-skilled educator program are substantially revised by the General
5 Assembly or the Kentucky Department of Education:

- 6 1. Selection criteria;
7 2. Training requirements; or
8 3. Functions and responsibilities.

9 Section 25. Athletic Director. An athletic director, if serving in a position paid
10 from the certified salary schedule, shall qualify on the basis of a certificate valid for
11 classroom teaching or for administration. (SBE 42.510; 1 Ky.R. 501; eff. 3-12-75;
12 Am. 5 Ky.R. 611; eff. 3-7-79; 19 Ky.R. 1139; 1539; eff. 1-4-93; 24 Ky.R. 176; 574;
13 eff. 9-4-97; 28 Ky.R. 469; 869; eff. 10-1-2001; recodified from 704 KAR 20:165, 7-2-
14 2002; 31 Ky.R. 1853; 32 Ky.R. 28; eff. 8-8-05.)

16 KAR 5:010. Standards for accreditation of educator preparation units and approval of programs.

RELATES TO: KRS 161.028, 161.030, 164.945-164.947, 20 U.S.C. 1021-1030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and for programs of preparation for teachers and other professional school personnel, and KRS 161.030(1) requires all certificates issued under KRS 161.010 to 161.126 to be issued in accordance with the administrative regulations of the board. This administrative regulation establishes the standards for accreditation of an educator preparation unit and approval of a program to prepare an educator.

Section 1. Definitions. (1) "AACTE" means the American Association of Colleges for Teacher Education.

(2) "Biennial report" means the report prepared by the EPSB summarizing the institutionally-prepared annual reports for a two (2) year period.

(3) "Board of examiners" means the team who reviews an institution on behalf of NCATE or EPSB.

(4) "EPSB" means the Education Professional Standards Board.

(5) "NCATE" means the National Council for Accreditation of Teacher Education.

(6) "NCATE accreditation" means a process for assessing and enhancing academic and educational quality through voluntary peer review.

(7) "State accreditation" means recognition by the EPSB that an institution has a professional education unit that has met accreditation standards as a result of review, including an on-site team review.

Section 2. Accreditation Requirements. (1) An institution offering an educator certification program or a program leading to a rank change:

(a) Shall be accredited by the state; and

(b) May be accredited by NCATE.

(2) State accreditation shall be:

(a) A condition of offering an educator certification program or a program leading to a rank change; and

(b) Based on the national accreditation standards which include the program standards enumerated in KRS 161.028(1)(b), and which are set out in the "Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education" established by NCATE. The accreditation standards shall include:

1. Standard 1 - Candidate Knowledge, Skills, and Dispositions. Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

2. Standard 2 - Assessment System and Unit Evaluation. The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

3. Standard 3 - Field Experience and Clinical Practice. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

4. Standard 4 - Diversity. The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

5. Standard 5 - Faculty Qualifications, Performance, and Development. Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

6. Standard 6 - Unit Governance and Resources. The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

(3) NCATE accreditation shall not be a condition of offering an educator certification program or a program leading to a rank change.

(4) All educator preparation institutions and programs operating in Kentucky that require licensure by the Council on Postsecondary Education under KRS 164.945-164.947 and 13 KAR 1:020 shall:

(a) Be accredited by the state through the EPSB under this administrative regulation as a condition of offering an educator certification program or a program leading to rank change; and

(b) Comply with the EPSB "Accreditation of Preparation Programs Procedure".

Section 3. Developmental Process for New Educator Preparation Programs. (1) New educator preparation institutions requesting approval from the EPSB to develop educator preparation programs that do not have a historical foundation from which to show the success of candidates or graduates as required under Section 9 of this administrative regulation shall follow the four (4) stage developmental process established in this section to gain temporary authority to admit candidates.

(2) Stage One.

(a) The educator preparation institution shall submit an official letter from the chief executive officer and the governing board of the institution to the EPSB indicating their intent to establish an educator preparation program for review and acceptance by the Board to begin the developmental process.

(b) The EPSB staff shall make a technical visit to the institution.

(c) The institution shall submit the following documentation:

1. Program descriptions required by Section 11 of this administrative regulation;
2. Continuous assessment plan required by Section 11 of this administrative regulation; and
3. Fulfillment of Preconditions 1, 2, 3, 5, 7, 8, and 9 established in Section 9 of this administrative regulation.

(d) The EPSB shall provide for a paper review of this documentation by the Reading Committee and the Continuous Assessment Review Committee.

(e) Following review of the documentation, EPSB staff shall make an additional technical visit to the institution.

(3) Stage Two.

(a) A board of examiners team shall make a one (1) day visit to the institution to verify the paper review.

(b) The team shall be comprised of:

1. One (1) representative from a public postsecondary institution;
2. One (1) representative from an independent postsecondary institution; and
3. One (1) representative from the Kentucky Education Association.

(c) The team shall submit a written report of its findings to the EPSB.

(d) The EPSB shall provide a copy of the written report to the institution.

(e)1. The institution may submit a written rejoinder to the report within thirty (30) working days of its receipt.

2. The rejoinder may be supplemented by materials pertinent to the conclusions found in the team's report.

(f) The Accreditation Audit Committee shall review the materials gathered during Stages One and Two and make one (1) of the following recommendations to the EPSB with regards to temporary authorization:

1. Approval;
2. Approval with conditions; or
3. Denial of approval.

(4) Stage Three.

(a) The EPSB shall review the materials and recommendations from the Accreditation Audit Committee and make one (1) of the following determinations with regards to temporary authorization:

1. Approval;
2. Approval with conditions; or
3. Denial of approval.

(b) An institution receiving approval or approval with conditions shall:

1. Hold this temporary authorization for two (2) years; and
2. Continue the developmental process and the first accreditation process established in this administrative regulation.

(c) An institution denied temporary authorization may reapply.

(d) During the two (2) year period of temporary authorization, the institution shall:

1. Admit candidates;
2. Monitor, evaluate, and assess the academic and professional competency of candidates; and
3. Report regularly to the EPSB on the institution's progress.

(e) During the two (2) year period of temporary authorization, the EPSB:

1. May schedule additional technical visits; and
2. Shall monitor progress by paper review of annual reports, admission and exit data, and trend data.

(5) Stage Four.

(a) The institution shall host a first accreditation visit within two (2) years of the approval or approval with conditions of temporary authorization.

(b) All further accreditation activities shall be governed by the remaining sections of this administrative regulation, which govern the first accreditation of an educator preparation institution.

Section 4. Schedule and Communications. (1) The EPSB shall send an accreditation and program approval schedule to each educator preparation institution no later than August 1 of each year. The first accreditation cycle shall provide for an on-site continuing accreditation visit at a five (5) year interval. The regular accreditation cycle shall provide for an on-site continuing accreditation visit at a seven (7) year interval.

(2) The accreditation and program approval schedule shall be directed to the official designated by the institution as the head of the educator preparation unit with a copy to the president. The head of the educator preparation unit shall disseminate the information to administrative units within the institution, including the appropriate college, school, department, and office.

(3) The EPSB shall annually place a two (2) year schedule of on-site accreditation visits for a Kentucky institution in the agenda materials and minutes of an EPSB business meeting.

(4) The EPSB shall coordinate dates for a joint state and NCATE accreditation on-site visit.

(5) At least six (6) months prior to a scheduled on-site visit, an institution seeking NCATE or state accreditation shall give public notice of the upcoming visit.

(6) The governance unit for educator preparation shall be responsible for the preparation necessary to comply with the requirements for timely submission of

materials for accreditation and program approval as established in this administrative regulation.

Section 5. Annual Reports. (1)(a) Each institution shall report annually to the EPSB to provide data about:

1. Faculty and students in each approved program;
2. Progress made in addressing areas for improvement identified by its last accreditation evaluation; and
3. Major program developments in each NCATE standard.

(b)1. An institution seeking accreditation from NCATE and EPSB shall complete the Professional Educator Data System (PEDS) sponsored by AACTE and NCATE and located online at <http://www.aacte.org>. After the PEDS is submitted electronically, the institution shall print a copy of the completed report and mail it to the EPSB at 100 Airport Road, Frankfort, Kentucky 40601.

2. An institution seeking state-only accreditation shall complete the annual report online at <http://www.kyepsb.net/teacherprep/index.asp> and submit it electronically to the division contact through the EPSB Web site.

(2)(a) The EPSB shall review each institution's annual report to monitor the capacity of a unit to continue a program of high quality.

(b) The EPSB may pursue action against the unit based on data received in this report.

(3) The Accreditation Audit Committee [~~Reading Committee~~] shall submit a biennial report, based on data submitted in the annual reports, to the unit head in preparation for an on-site accreditation visit.

Section 6. Content Program Review Committee. (1)(a) The EPSB shall appoint and train a content program review committee in each of the certificate areas to provide content area expertise to EPSB staff and the Reading Committee.

(b) Nominations for the content program review committees shall be solicited from the education constituent groups listed in Section 12 of this administrative regulation.

(2)(a) A content program review committee shall review an educator preparation program to establish congruence of the program with standards of nationally-recognized specialty program associations and appropriate state performance standards.

(b) A content program review committee shall examine program content and faculty expertise.

(3) A content program review committee shall submit written comments to EPSB staff and the Reading Committee for use in the program approval process.

(4) A content program review committee shall not make any determination or decision regarding the approval or denial of a program.

Section 7. Continuous Assessment Review Committee. (1) The EPSB shall appoint and train a Continuous Assessment Review Committee to be comprised of P-12 and postsecondary faculty who have special expertise in the field of assessment.

(2) The Continuous Assessment Review Committee shall conduct a preliminary review of each institution's continuous assessment plan.

(3) The Continuous Assessment Review Committee shall meet in the spring and fall semesters of each year to analyze the continuous assessment plan for those institutions that are within one (1) year of their on-site visit.

(4) The Continuous Assessment Review Committee shall provide technical assistance to requesting institutions in the design, development, and implementation of the continuous assessment plan.

Section 8. Reading Committee. (1) The EPSB shall appoint and train a Reading Committee representative of the constituent groups to the EPSB.

(2) The Reading Committee shall conduct a preliminary review of accreditation materials, annual reports, and program review documents from an educator preparation institution for adequacy, timeliness, and conformity with the corresponding standards.

(3) For first accreditation, the Reading Committee shall:

(a) Review the preconditions documents prepared by the institution; and

(b) Send to the EPSB a preconditions report indicating whether a precondition has been satisfied by documentation. If a precondition has not been met, the institution shall be asked to revise or send additional documentation. A preconditions report stating that the preconditions have been met shall be inserted into the first section of the institutional report.

(4) For continuing accreditation and program approval, the Reading Committee shall:

(a) Determine that a submitted material meets requirements;

(b) Ask that EPSB staff resolve with the institution a discrepancy or omission in the report or program;

(c) Refer an unresolved discrepancy or omission to the on-site accreditation team for resolution; or

(d) Recommend that the evaluation and approval process be terminated as a result of a severe deficiency in the submitted material.

(5) The EPSB shall discuss a recommendation for termination with the originating institution. The institution may submit a written response which shall be presented, with the Reading Committee comments and written accreditation and program, by EPSB staff for recommendation to the full EPSB.

Section 9. Preconditions for First Unit Accreditation. (1) Eighteen (18) months prior to the scheduled on-site visit of the evaluation team, the educator preparation institution shall submit information to the EPSB, and to NCATE if appropriate, documenting the fulfillment of the preconditions for the accreditation of the educator preparation unit, as established in subsection (2) of this section.

(2) As a precondition for experiencing an on-site first evaluation for educator preparation, the institution shall present documentation to show that the following conditions are satisfied:

(a) Precondition Number 1. The institution recognizes and identifies a professional education unit that has responsibility and authority for the preparation of teachers and other professional education personnel. Required documentation shall include:

1. A letter from the institution's chief executive officer that designates the unit as having primary authority and responsibility for professional education programs;

2. A chart or narrative that lists all professional education programs offered by the institution, including any nontraditional and alternative programs. The chart or narrative report shall depict:

- a. The degree or award levels for each program;
- b. The administrative location for each program; and
- c. The structure or structures through which the unit implements its oversight of all programs;

3. If the unit's offerings include off-campus programs, a separate chart or narrative as described above, prepared for each location at which off-campus programs are geographically located; and

4. An organizational chart of the institution that depicts the professional education unit and indicates the unit's relationship to other administrative units within the college or university.

(b) Precondition Number 2. A dean, director, or chair is officially designated as head of the unit and is assigned the authority and responsibility for its overall administration and operation. The institution shall submit a job description for the head of the professional education unit.

(c) Precondition Number 3. Written policies and procedures guide the operations of the unit. Required documentation shall include cover page and table of contents for codified policies, bylaws, procedures, and student handbooks.

(d) Precondition Number 4. The unit has a well-developed conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate

performance, scholarship, service, and unit accountability. Required documentation shall include:

1. The vision and mission of the institution and the unit;
2. The unit's philosophy, purposes, and goals;
3. Knowledge bases including theories, research, the wisdom of practice, and education policies, that inform the unit's conceptual framework;
4. Candidate proficiencies aligned with the expectations in professional, state, and institutional standards; and
5. A description of the system by which the candidate proficiencies described are regularly assessed.

(e) Precondition Number 5. The unit regularly monitors and evaluates its operations, the quality of its offerings, the performance of candidates, and the effectiveness of its graduates. Required documentation shall include a description of the unit's assessment and data collection systems that support unit responses to Standards 1 and 2 established in Section 2(2)(b)1 and 2 of this administrative regulation.

(f) Precondition Number 6. The unit has published criteria for admission to and exit from all initial teacher preparation and advanced programs and can provide summary reports of candidate performance at exit. Required documentation shall include:

1. A photocopy of published documentation (e.g., from a catalog, student teaching handbook, application form, or web page) listing the basic requirements for entry to, retention in, and completion of professional education programs offered by the institution, including any nontraditional, alternative and off-campus programs; and

2. A brief summary of candidate performance on assessments conducted for admission into programs and exit from them. This summary shall include:

- a. The portion of Title II documentation related to candidate admission and completion that was prepared for the state; and
- b. A compilation of results on the unit's own assessments.

(g) Precondition Number 7. The unit's programs are approved by the appropriate state agency or agencies and the unit's summary pass rate meets or exceeds the required state pass rate of eighty (80) percent. Required documentation shall include:

1. The most recent approval letters from the EPSB and CPE, including or appended by a list of approved programs. If any program is not approved, the unit shall provide a statement that it is not currently accepting new applicants into the nonapproved program or programs. For programs that are approved with qualifications or are pending approval, the unit shall describe how it will bring the program or programs into compliance; and

2. Documentation submitted to the state for Title II, indicating that the unit's summary pass rate on state licensure examinations meets or exceeds the required state pass rate of eighty (80) percent. If the required state pass rate is not evident on this documentation, it shall be provided on a separate page.

(h) Precondition Number 8. If the institution has chosen to pursue dual accreditation from both the state and NCATE and receive national recognition for a program or programs, the institution shall submit its programs for both state and national review.

(i) Precondition Number 9. The institution is accredited, without probation or an equivalent status, by the appropriate regional institutional accrediting agency recognized by the U.S. Department of Education. Required documentation shall include a copy of the current regional accreditation letter or report that indicates institutional accreditation status.

Section 10. Institutional Report. (1) For a first accreditation visit, the educator preparation unit shall submit, two (2) months prior to the scheduled on-site visit, a written narrative describing the unit's conceptual framework and evidence that demonstrates the six (6) standards are met. The written narrative may be supplemented by a chart, graph, diagram, table, or other similar means of presenting information. The institutional report, including appendices, shall not exceed 100 pages in length. The report shall be submitted to the EPSB and to NCATE, if appropriate.

(2) For a continuing accreditation visit, the educator preparation unit shall submit, two (2) months prior to the scheduled on-site visit, a report not to exceed 100 pages addressing changes at the institution that have occurred since the last accreditation visit, a description of the unit's conceptual framework, and evidence that demonstrates that the six (6) standards are met. The narrative shall describe how changes relate to an accreditation standard and the results of the continuous assessment process, including program evaluation. The report shall be submitted to the EPSB and to NCATE, if appropriate.

Section 11. Program Review Documents. Eighteen (18) months for first accreditation and twelve (12) months for continuing accreditation in advance of the scheduled on-site evaluation visit, the educator preparation unit shall prepare and

submit to the EPSB for each separate program of educator preparation for which the institution is seeking approval a concise description which shall provide the following information:

(1) The unit's conceptual framework for the preparation of school personnel which includes:

- (a) The mission of the institution and unit;
- (b) The unit's philosophy, purposes, professional commitments, and dispositions;
- (c) Knowledge bases, including theories, research, the wisdom of practice, and education policies;
- (d) Performance expectations for candidates, aligning the expectations with professional, state, and institutional standards; and

(e) The system by which candidate performance is regularly assessed;

(2) The unit's continuous assessment plan that provides:

(a) An overview of how the unit will implement continuous assessment to assure support and integration of the unit's conceptual framework;

(b) Each candidate's mastery of content prior to exit from the program, incorporating the assessment of the appropriate performance standards;

(c) Assessment of the program that includes specific procedures used to provide feedback and make recommendations to the program and unit; and

(d) A monitoring plan for candidates from admission to exit;

(3) Program experiences including the relationship among the program's courses and experiences, content standards of the relevant national specialty program associations (e.g., National Council of Teachers of Mathematics, National Council for the Social Studies, The Council for Exceptional Children, North American

Association for Environmental Education, etc.), student academic expectations as established in 703 KAR 4:060, and relevant state performance standards established in 16 KAR 1:010 or incorporated by reference into this administrative regulation including:

(a) NCATE Unit Standards;

(b) Kentucky's Safety Educator Standards for Preparation and Certification;

(c) National Association of School Psychologists, Standards for School Psychology Training Programs, Field Placement Programs, Credentialing Standards; and

(d) Kentucky's Standards for Guidance Counseling Programs;

(4)(a) Identification of how the program integrates the unit's continuous assessment to assure each candidate's mastery, prior to exit from the program, of content of the academic discipline, and state performance standards as established in 16 KAR 1:010; and

(b) Identification of how the program utilizes performance assessment to assure that each candidate's professional growth is consistent with the Kentucky ~~[New and Experienced]~~ Teacher Standards as established in 16 KAR 1:010;

(5) A list of faculty responsible for and involved with the conduct of the specific program, along with the highest degree of each, responsibilities for the program, and status of employment within the unit and the university; and

(6) A curriculum guide sheet or contract provided to each candidate ~~[student]~~ before or at the time of admittance to the program.

Section 12. Teacher Leader Master's Programs and Advanced Programs for Rank I and II. (1)(a) 1. a. All master's programs for advanced rank change or advanced programs for Rank I and II approved or accredited by the Education Professional Standards Board prior to May 31, 2008 shall no longer be approved or accredited as of December 31, 2010.

b. Master's programs for initial certification shall be exempt from the requirements of this section.

2. Any master's program or advanced programs for Rank I and II approved by the Education Professional Standards Board prior to May 31, 2008 shall cease admitting new candidates after December 31, 2010.

3. Candidates admitted to master's programs or advanced programs for Rank I and II approved by the Educational Professional Standards Board prior to May 31, 2008 shall complete the program by January 31, 2013.

(b) Any institution of higher learning with a master's program or an advanced program for Rank I and II approved by the Education Professional Standards Board prior to May 31, 2008 may submit a redesigned program for approval pursuant to the requirements of subsection (2) of this section beginning May 31, 2008.

(c) An institution submitting a redesigned master's program or an advanced program for Rank I and II for review pursuant to the requirements of subsection (2) of this section may after approval of the redesigned program by the Education Professional Standards Board become operational beginning January 1, 2009.

(d) Institutions submitting redesigned master's programs or advanced programs for Rank I and II shall not be subject to any submission dates for program approval until December 31, 2010.

- (e) 1. The Education Professional Standards Board shall appoint a Master's Redesign Review Committee to conduct reviews of redesigned master's programs and advanced Programs for Rank I and II submitted for approval between May 31, 2008 and December 31, 2010.
2. Master's programs and advanced programs for Rank I and II submitted for approval between May 31, 2008 and December 31, 2010 shall not be reviewed by the Continuous Assessment Review Committee, Content Program Review Committee or the Reading Committee prior to presentation to the Education Professional Standards Board pursuant to Section 22 (2) of this administrative regulation, but shall be reviewed by the Master's Redesign Review Committee.
3. a. After review of a master's program or advanced programs for Rank I and II, the Master's Redesign Review Committee shall issue one of the following recommendations to the Educational Professional Standards Board:
- i. Approval;
 - ii. Approval with conditions; or
 - iii. Denial of approval.
- b. The Education Professional Standards Board shall consider recommendations from staff and the Master's Redesign Review Committee and shall issue a decision pursuant to Section 22 (4) of this administrative regulation.
- (2)(a) In addition to the other requirements in this administrative regulation, beginning May 31, 2008, the educator preparation unit shall prepare and submit to the Education Professional Standards Board for each separate master's program or advanced programs for Rank I and II for which the institution is seeking approval a concise description which shall provide the following information:

(b) Program design components which shall include the following descriptions and documentation of:

1. The unit's plan to collaborate with school districts to design courses, professional development, and job-embedded professional experiences that involve teachers at the elementary, middle, and secondary levels;
2. The unit's collaboration plan with the institution's Arts and Science faculty to meet the academic and course accessibility needs of candidates.
3. The unit's process to individualize a program to meet the candidate's professional growth or improvement plan;
4. The unit's method to incorporate interpretation and analysis of annual P-12 student achievement data into the program; and
5. The institution's plan to facilitate direct service to the collaborating school districts by education faculty members.

(c) Program curriculum that shall include core component courses designed to prepare candidates to:

1. Be leaders in their schools and districts;
2. Evaluate high-quality research on student learning and college readiness;
3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management;
4. Gain expertise in content knowledge, as applicable;
5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities;
6. Support P-12 student achievement in diverse settings;

7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards;

8. Provide evidence of candidate mastery of Kentucky Teacher Standards utilizing advanced level performances and Specialized Professional Associations (SPA) Standards when applicable; and

9. Design and conduct professionally relevant research projects.

(d) The unit's continuous assessment plan that includes in addition to the requirements of Section 11(2) of this administrative regulation:

1. Instruments to document and evaluate candidate ability to demonstrate impact on P-12 student learning

2. Clinical experiences and performance activities; and

3. Description of a culminating performance-based assessment.

(3) (a) A master's program for rank change approved pursuant to this section shall be known as a Teacher Leader Master's Program.

(b) Upon completion of a Teacher Leader Master's Program and recommendation of the institution, a candidate may apply to the Education Professional Standards Board for a Teacher Leader endorsement.

(c) 1. Institutions with approved Teacher Leader Master's Program, may establish an endorsement program of teacher leadership coursework for candidates who received master's degrees at out of state institutions or who received master's degrees from Kentucky programs approved prior to May 31, 2008.

2. Upon completion of the teacher leadership course work and recommendation of the institution, a candidate who has received a master's degree at an out of state institution or a master's degree from a Kentucky program approved prior to May 31,

2008, may apply to the Education Professional Standards Board for a Teacher

Leader endorsement.

Section 13 [42]. Board of Examiners. (1) A Board of Examiners shall:

(a) Be recruited and appointed by the EPSB. The board shall be comprised of an equal number of representatives from three (3) constituent groups:

1. Teacher educators;
2. P-12 teachers and administrators; and
3. State and local policymaker groups; and

(b) Include at least thirty-six (36) members representing the following constituencies;

1. Kentucky Education Association, at least ten (10) members;
2. Kentucky Association of Colleges of Teacher Education, at least ten (10)

members; and

3. At least ten (10) members nominated by as many of the following groups as may wish to submit a nomination:

- a. Kentucky Association of School Administrators;
- b. Persons holding positions in occupational education;
- c. Kentucky Branch National Congress of Parents and Teachers;
- d. Kentucky School Boards Association;
- e. Kentucky Association of School Councils;
- f. Kentucky Board of Education;
- g. Kentucky affiliation of a national specialty program association;
- h. Prichard Committee for Academic Excellence;
- i. Partnership for Kentucky Schools; and

j. Subject area specialists in the Kentucky Department of Education.

(2) An appointment shall be for a period of four (4) years. A member may serve an additional term if renominated and reappointed in the manner prescribed for membership. A vacancy shall be filled by the EPSB as it occurs.

(3) A member of the Board of Examiners and a staff member of the EPSB responsible for educator preparation and approval of an educator preparation program shall be trained by NCATE or trained in an NCATE-approved state program.

(4) The EPSB shall select and appoint for each scheduled on-site accreditation a team of examiners giving consideration to the number and type of programs offered by the institution. Team appointments shall be made at the beginning of the academic year for each scheduled evaluation visit. A replacement shall be made as needed.

(5) For an institution seeking NCATE accreditation, the EPSB and NCATE shall arrange for the joint Board of Examiners to be cochaired by an NCATE appointed team member and a state team chair appointed by the EPSB. The joint Board of Examiners shall be composed of a majority of NCATE appointees in the following proportions, respectively: NCATE and state - six (6) and five (5), five (5) and four (4), four (4) and three (3), three (3) and two (2). The size of the Board of Examiners shall depend upon the size of the institution and the number of programs to be evaluated.

(6) For an institution seeking state-only accreditation, the EPSB shall appoint a chair from a pool of trained Board of Examiners members.

(7) For state-only accreditation, the Board of Examiners shall have six (6) members.

(8) The EPSB shall make arrangements for the release time of a Board of Examiner member from his place of employment for an accreditation visit.

Section 14[43]. Assembly of Records and Files for the Evaluation Team. For convenient access, the institution shall assemble, or make available, records and files of written materials which supplement the institutional report and which may serve as further documentation. The records and files shall include:

- (1) The faculty handbook;
 - (2) Agenda, list of participants, and products of a meeting, workshop, or training session related to a curriculum and governance group impacting professional education;
 - (3) Faculty vitae or resumes;
 - (4) A random sample of graduates' transcripts;
 - (5) Conceptual framework documents;
 - (6) A curriculum program, rejoinder, or specialty group response that was submitted as a part of the program review process;
 - (7) Course syllabi;
 - (8) Policies, criteria and student records related to admission and retention;
 - (9) Samples of students' portfolios and other performance assessments;
 - (10) Record of performance assessments of candidate progress and summary of results including a program change based on continuous assessment;
 - (11) Student evaluations, including student teaching and internship performance;
- and
- (12) Data on performance of graduates, including results of state licensing examinations and job placement rates.

Section 15[44]. Previsit to the Institution. No later than one (1) month prior to the scheduled on-site evaluation visit, the EPSB shall conduct a previsit to the institution to make a final review of the arrangements. For an NCATE-accredited institution, the previsit shall be coordinated with NCATE.

Section 16[45]. On-site Accreditation Visit. (1) At least one (1) staff member of the EPSB shall be assigned as support staff and liaison during the accreditation visit.

(2) The EPSB shall reimburse a state team member for travel, lodging, and meals in accordance with 200 KAR 2:006. A team member representing NCATE shall be reimbursed by the educator preparation institution.

(3) The evaluation team shall conduct an on-site evaluation of the self-study materials prepared by the institution and seek out additional information, as needed, to make a determination as to whether the standards were met for the accreditation of the institution's educator preparation unit and for the approval of an individual educator preparation program. The evaluation team shall make use of the analyses prepared through the preliminary review process.

(4) (a) An off-campus site which offers a self-standing program shall require a team review. If additional team time is required for visiting an off-campus site, the team chair, the institution, and the EPSB shall negotiate special arrangements.

(b) Off-campus programs shall be considered as part of the unit and the unit shall be accredited, not the off-campus programs.

(5) In a joint team, all Board of Examiners members shall vote on whether the educator preparation institution has met the six (6) NCATE standards. A determination about each standard shall be limited to the following options:

(a) Met;

(b) Met, with one (1) or more defined areas for improvement; or

(c) Not met.

(6)(a) The Board of Examiners shall review each program and cite the areas for improvement for each, if applicable.

(b) The Board of Examiners shall define the areas for improvement in its report.

(7) The processes established in subsections (5) and (6) of this section shall be the same for first and continuing accreditation.

(8) The on-site evaluation process shall end with a brief oral report:

(a) By the NCATE team chair and state team chair for a joint state/NCATE visit;
or

(b) By the state team chair for a state-only visit.

Section 17~~[16]~~. Preparation and Distribution of the Evaluation Report. (1) For a state-only visit, the evaluation report shall be prepared and distributed as follows:

(a) The EPSB staff shall collect the written evaluation pages from each Board of Examiners member before leaving the institution.

(b) The first draft shall be typed and distributed to Board of Examiners members.

(c) A revision shall be consolidated by the Board of Examiners chair who shall send the next draft to the unit head to review for factual accuracy.

(d) The unit head shall submit written notification to the EPSB confirming receipt of the draft.

(e) The unit head shall submit to the EPSB and Board of Examiners chair within ten (10) working days either:

1. A written correction to the factual information contained in the report; or

2. Written notification that the unit head has reviewed the draft and found no factual errors.

(f) The Board of Examiners chair shall submit the final report to the EPSB and a copy to each member of the Board of Examiners.

(g) The final report shall be printed by the EPSB and sent to the institution and to the Board of Examiners members within thirty (30) to sixty (60) working days of the conclusion of the on-site visit.

(2) For a joint state/NCATE visit, the evaluation report shall be prepared and distributed as follows:

(a) The NCATE chair shall be responsible for the preparation, editing and corrections to the NCATE report.

(b) The state chair shall be responsible for the preparation, editing and corrections of the state report in the same manner established in subsection (1) of this section for a state-only visit.

(c) The EPSB Board of Examiners report for state/NCATE continuing accreditation visits shall be prepared in accordance with the Board of Examiners Report Format for State/NCATE Accreditation Visits.

Section 18[47]. Institutional Response to the Evaluation Report. (1)(a) The institution shall acknowledge receipt of the evaluation report within thirty (30) working days of receipt of the report.

(b) If desired, the institution shall submit within thirty (30) working days of receipt of the report a written rejoinder to the report which may be supplemented by materials pertinent to a conclusion found in the evaluation report.

(c) The rejoinder and the Board of Examiners report shall be the primary documents reviewed by the Accreditation Audit Committee and EPSB.

(d) An unmet standard or area of improvement statement cited by the team may be recommended for change or removal by the Accreditation Audit Committee or by the EPSB because of evidence presented in the rejoinder. The Accreditation Audit Committee or the EPSB shall not be bound by the Board of Examiners decision and may reach a conclusion different from the Board of Examiners or NCATE.

(2) If a follow-up report is prescribed through accreditation with conditions, the institution shall follow the instructions that are provided with the follow-up report.

(3) If the institution chooses to appeal a part of the evaluation results, the procedure established in Section 24 [22] of this administrative regulation shall be followed.

(4) The institution shall make an annual report relating to the unit for educator preparation and relating to the programs of preparation as required by Section 5 of this administrative regulation.

Section 19[18]. Accreditation Audit Committee. (1) The Accreditation Audit Committee shall be a committee of the EPSB, and shall report to the full EPSB. The EPSB shall appoint the Accreditation Audit Committee as follows:

(a) One (1) lay member;

(b) Two (2) classroom teachers, appointed from nominees provided by the Kentucky Education Association;

(c) Two (2) teacher education representatives, one (1) from a state-supported institution and one (1) from an independent educator preparation institution,

appointed from nominees provided by the Kentucky Association of Colleges for Teacher Education; and

(d) Two (2) school administrators appointed from nominees provided by the Kentucky Association of School Administrators.

(2) The chairperson of the EPSB shall designate a member of the Accreditation Audit Committee to serve as its chairperson.

(3) An appointment shall be for a period of four (4) years except that three (3) of the initial appointments shall be for a two (2) year term. A member may serve an additional term if renominated and reappointed in the manner established for membership. A vacancy shall be filled as it occurs in a manner consistent with the provisions for initial appointment.

(4) A member of the Accreditation Audit Committee shall be trained by NCATE or in NCATE-approved training.

(5) Following an on-site accreditation visit, the Accreditation Audit Committee shall review the reports and materials constituting an institutional self-study, the report of the evaluation team, and the institutional response to the evaluation report. The committee shall then prepare a recommendation for consideration by the EPSB.

(a) The committee shall review procedures of the Board of Examiners to determine whether approved accreditation guidelines were followed.

(b) For each institution, the committee shall make a recommendation with respect to the accreditation of the institutional unit for educator preparation as well as for approval of the individual programs of preparation.

(c) For first accreditation, one (1) of four (4) recommendations shall be made:

1. Accreditation;

2. Provisional accreditation;

3. Denial of accreditation; or

4. Revocation of accreditation.

(d) For regular continuing accreditation, one (1) of four (4) recommendations shall be made:

1. Accreditation;

2. Accreditation with conditions;

3. Accreditation with probation; or

4. Revocation of accreditation.

(6) For both first and continuing accreditation, the Accreditation Audit Committee shall review each program report including a report from the Reading Committee, Board of Examiners team, and institutional response and shall make one (1) of three (3) recommendations for each individual preparation program to the EPSB:

(a) Approval;

(b) Approval with conditions; or

(c) Denial of approval.

(7) The Board of Examiners Team Chair may write a separate response to the recommendation of the Accreditation Audit Committee if the Accreditation Audit Committee's decision differs from the Board of Examiners' evaluation report.

(8) The Accreditation Audit Committee shall compile accreditation data and information for each Kentucky institution that prepares school personnel. It shall prepare for the EPSB reports and recommendations regarding accreditation standards and procedures as needed to improve the accreditation process and the preparation of school personnel.

Section 20[49]. Official State Accreditation Action by the Education Professional Standards Board. (1) A recommendation from the Accreditation Audit Committee shall be presented to the full EPSB.

(2) The EPSB shall consider the findings and recommendations of the Accreditation Audit Committee and make a final determination regarding the state accreditation of the educator preparation unit.

(3) Decision options following a first accreditation visit shall include:

(a) Accreditation.

1. This accreditation decision indicates that the unit meets each of the six (6) NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the professional education unit shall be expected to describe progress made in addressing the areas for improvement cited in the EPSB's action report.

2. The next on-site visit shall be scheduled five (5) years following the semester of the visit;

(b) Provisional accreditation.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards. The unit has accredited status but shall satisfy provisions by meeting each previously-unmet standard. EPSB shall require submission of documentation that addresses the unmet standard or standards within six (6) months of the accreditation decision, or shall schedule a visit focused on the unmet standard or standards within two (2) years of the semester that the provisional accreditation decision was granted. If the EPSB decides to require submission of documentation, the institution may choose to waive that option in favor of the

focused visit within two (2) years. Following the focused visit, the EPSB shall decide to:

- a. Accredited; or
- b. Revoke accreditation.

2. If the unit is accredited, the next on-site visit shall be scheduled for five (5) years following the semester of the first accreditation visit;

(c) Denial of accreditation. This accreditation decision indicates that the unit does not meet one (1) or more of the NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates; or

(d) Revocation of accreditation. This accreditation decision indicates that the unit has not sufficiently addressed the unmet standard or standards following a focused visit.

(4) Decision options following a continuing accreditation visit shall include:

(a) Accreditation.

1. This accreditation decision indicates that the unit meets each of the six (6) NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the professional education unit shall be expected to describe progress made in addressing the areas for improvement cited in EPSB's action report.

2. The next on-site visit shall be scheduled for seven (7) years following the semester of the visit;

(b) Accreditation with conditions.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards. If the EPSB renders this decision, the unit shall maintain

its accredited status, but shall satisfy conditions by meeting previously unmet standards. EPSB shall require submission of documentation that addresses the unmet standard or standards within six (6) months of the decision to accredit with conditions, or shall schedule a visit focused on the unmet standard or standards within two (2) years of the semester that the accreditation with conditions decision was granted. If the EPSB decides to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two (2) years. Following the focused visit, the EPSB shall decide to:

- a. Continue accreditation; or
- b. Revoke accreditation.

2. If the EPSB renders the decision to continue accreditation, the next on-site visit shall be scheduled for seven (7) years following the semester in which the continuing accreditation visit occurred;

- (c) Accreditation with probation.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates. As a result of the continuing accreditation review, the EPSB has determined that areas for improvement with respect to standards may place an institution's accreditation in jeopardy if left uncorrected. The institution shall schedule an on-site visit within two (2) years of the semester in which the probationary decision was rendered. This visit shall mirror the process for first accreditation. The unit as part of this visit shall address all NCATE standards in effect at the time of the probationary review at the two (2) year point. Following the on-site review, the EPSB shall decide to:

a. Continue accreditation; or

b. Revoke accreditation.

2. If accreditation is continued, the next on-site visit shall be scheduled for five (5) years after the semester of the probationary visit; or

(d) Revocation of accreditation. Following a comprehensive site visit that occurs as a result of an EPSB decision to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one (1) or more of the NCATE standards[7] and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates. Accreditation shall be revoked if the unit:

1. No longer meets preconditions to accreditation, such as loss of state approval or regional accreditation;

2. Misrepresents its accreditation status to the public;

3. Falsely reports data or plagiarized information submitted for accreditation purposes; or

4. Fails to submit annual reports or other documents required for accreditation.

(5) Notification of EPSB action to revoke continuing accreditation or deny first accreditation, including failure to remove conditions, shall include notice that:

(a) The institution shall inform students currently admitted to a certification or rank program of the following:

1. A student recommended for certification or advancement in rank within the twelve (12) months immediately following the denial or revocation of state accreditation and who applies to the EPSB within the fifteen (15) months

immediately following the denial or revocation of state accreditation shall receive the certificate or advancement in rank; and

2. A student who does not meet the criteria established in subparagraph 1 of this paragraph shall transfer to a state accredited education preparation unit in order to receive the certificate or advancement in rank; and

(b) An institution for which the EPSB has denied or revoked accreditation shall seek state accreditation through completion of the first accreditation process. The on-site accreditation visit shall be scheduled by the EPSB no earlier than two (2) years following the EPSB action to revoke or deny state accreditation.

Section 21: Revocation for Cause. (1) If an area of concern or an allegation of misconduct arises in between accreditation visits, staff may bring a complaint to the Education Professional Standards Board for initial review.

(2) If after reviewing the allegations in the complaint the Education Professional Standards Board believes the unit's accreditation should be reviewed, the Education Professional Standards Board shall refer the matter to the Accreditation Audit Committee.

(3) Notice of the Education Professional Standards Board's decision and the complaint shall be sent to the institution. Within thirty (30) days of receipt of the complaint, the institution may respond to the allegations in writing and provide evidence pertaining to the allegations in the complaint.

(4) (a) The Accreditation Audit Committee shall review any evidence supporting the allegations and any information provided by the institution.

(b) Upon completion of review, the Accreditation Audit Committee shall issue a report containing one (1) of the following four (4) recommendations to the Education Professional Standards Board:

1. Accreditation;

2. Accreditation with conditions;

3. Accreditation with probation; or

4. Revocation of accreditation.

(5) The institution shall receive a copy of the Accreditation Audit Committee's report and may file a response to the Accreditation Audit Committee's recommendation.

(6) (a) The recommendation from the Accreditation Audit Committee and the Institution's response shall be presented to the Education Professional Standards Board.

(b) The Education Professional Standards Board shall consider the findings and recommendations of the Accreditation Audit Committee and make a final determination regarding the accreditation of the educator preparation unit.

Section 22[20]. Program Approval Action Outside the First or Regular Continuing Accreditation Cycle. (1) Approval of a program shall be through the program process established in Section 11 of this administrative regulation except that a new program not submitted during the regular accreditation cycle or a program substantially revised since submission during the accreditation process shall be submitted for approval by the EPSB prior to admission of a student to the program.

(2) For a new or substantially revised program, the EPSB shall consider a recommendation by staff, including review by the Continuous Assessment Review Committee, Content Program Review Committee and the Reading Committee.

(3) A recommendation made pursuant to subsection (2) of this section shall be presented to the full EPSB.

(4) Program approval decision options shall be:

(a) Approval, with the next review scheduled during the regular accreditation cycle unless a substantial revision is made;

(b) Approval with conditions, with a maximum of one (1) year probationary extension for correction of a specified problem to be documented through written materials or through an on-site visit. At the end of the extension, the EPSB shall decide that the documentation supports:

1. Approval; or

2. Denial of approval; or

(c) Denial of approval, indicating that a serious problem exists which jeopardizes the quality of preparation of school personnel.

(5) The EPSB shall order review of a program if it has cause to believe that the quality of preparation is seriously jeopardized. The review shall be conducted under the criteria and procedures established in the EPSB "Emergency Review of Certification Programs Procedure" policy incorporated by reference. The on-site review shall be conducted by EPSB staff and a Board of Examiners team. The review shall result in a report to which the institution may respond. The review report and institutional response shall be used by the Executive Director of the EPSB as the basis for a recommendation to the full EPSB for:

(a) Approval;

(b) Approval with conditions; or

(c) Denial of approval for the program.

(6) If the EPSB denies approval of a program, the institution shall notify each student currently admitted to that program of the EPSB action. The notice shall include the following information:

(a) A student recommended for certification or advancement in rank within the twelve (12) months immediately following the denial of state approval and who applies to the EPSB within the fifteen (15) months immediately following the denial of state approval shall receive the certification or advancement in rank; and

(b) A student who does not meet the criteria established in paragraph (a) of this subsection shall transfer to a state approved program in order to receive the certificate or advancement in rank.

Section 23[24]. Public Disclosure. (1) After a unit and program approval decision becomes final, the EPSB shall prepare official notice of the action. The disclosure notice shall include the essential information provided in the official letter to the institution, including the decision on accreditation, program approval, standards not met, program areas for improvement, and dates of official action.

(2) The public disclosure shall be entered into the minutes of the board for the meeting in which the official action was taken by the EPSB.

(3) Thirty (30) days after the institution has received official notification of EPSB action, the EPSB shall on request provide a copy of the public disclosure notice to the Kentucky Education Association, the Council on Postsecondary Education, the Association of Independent Kentucky Colleges and Universities or other organizations or individuals.

Section 24 [22]. Appeals Process. (1) If an institution seeks appeal of a decision, the institution shall appeal within thirty (30) days of receipt of the EPSB official notification. An institution shall appeal on the grounds that:

- (a) A prescribed standard was disregarded;
- (b) A state procedure was not followed; or
- (c) Evidence of compliance in place at the time of the review and favorable to the institution was not considered.

(2) An ad hoc appeals board of no fewer than three (3) members shall be appointed by the EPSB chair from members of the Board of Examiners who have not had involvement with the team visit or a conflict of interest regarding the institution. The ad hoc committee shall recommend action on the appeal to the EPSB.

(3) The consideration of the appeal shall be in accordance with KRS Chapter 13B.

Section 25 [23]. Approval of Alternative Route to Certification Programs. (1) Alternative route programs authorized under KRS 161.028(1)(s) or (t) shall adhere to the educator preparation unit accreditation and program approval processes established in this administrative regulation and in the EPSB policy and procedure entitled "Approval of Alternative Route to Certification Program Offered Under KRS 161.028" as a condition of offering an educator certification program or program leading to a rank change.

(2) The EPSB shall consider a waiver upon request of the institution offering the alternative route program. The request shall be submitted in writing no later than thirty (30) days prior to the next regularly-scheduled EPSB meeting. In granting the

waiver, the board shall consider the provisions of this administrative regulation and any information presented that supports a determination of undue restriction.

Section 26 [24]. In compliance with the Federal Title II Report Card State Guidelines established in 20 U.S.C. 1027 and 1028, the EPSB shall identify an educator preparation unit as:

- (1) "At-risk of low performing" if an educator preparation program has received a:
 - (a) State accreditation rating of "provisional";
 - (b) State accreditation rating of "accreditation with conditions"; or
 - ~~[(c) Quality Performance Index of "At Risk of Low Performance" established in Section 25 of this administrative regulation; or]~~
- (2) "Low performing" if an educator preparation program has received a:
 - ~~—(a)] State accreditation rating of "accreditation with probation" [; or~~
 - ~~—(b) Quality Performance Index of "Low Performance" established in Section 27 [25] of this administrative regulation].~~

Section 27 [25]. The Education Professional Standards Board shall produce a state report card, which shall include:

- (1) General information on the institution and the educator preparation unit;
- (2) Contact information for the person responsible for the educator preparation unit;
- (3) Type or types of accreditation the unit holds;
- (4) Current state accreditation status of the educator preparation unit;
- (5) Year of last state accreditation visit and year of next scheduled visit;
- (6) Table of the unit's approved certification program or programs;

(7) Tables relating the unit's total enrollment disaggregated by ethnicity and gender for last three (3) years;

(8) Tables relating the unit's faculty disaggregated by FTE, ethnicity, and gender for last three (3) years;

(9) Table of the number of program completers (teachers and administrators) for the last three (3) years;

(10) Table relating pass rates on the required assessments;

(11) Table relating pass rates for Kentucky Teacher Internship Program;

(12) Table relating pass rates for Kentucky Principal Internship Program (if applicable);

(13) Table indicating student teacher satisfaction with preparation program;

(14) Table relating teacher intern satisfaction with preparation program; and

(15) Table relating new teacher (<3 years) and supervisor satisfaction with preparation program.;

~~—(16) Table aggregating quality performance indicators established in this section and the standards established in Section 2 of this administrative regulation;~~

~~—(17) Hyperlinks to various supporting documents; and~~

~~—(18) A Quality Performance Index (QPI) for each educator preparation unit. The Quality Performance Index shall comply with the provisions established in this subsection.~~

~~(a) The Quality Performance Index shall provide an indicator of the overall performance of the educator preparation unit.~~

~~—(b) The Quality Performance Index shall be a calculation of three (3) separate performance measures:~~

- ~~—1. Annual summary PRAXIS II pass rate;~~
- ~~—2. Overall mean score on the Kentucky Educator Preparation Program new teacher survey; and~~
- ~~—3. Three (3) year average pass rate on the Kentucky Teacher Internship Program.~~
- ~~—(c) 1. Performance points shall be assigned to the outcome of each of the three (3) performance measures and each multiplied by specific performance weights.~~
- ~~—2. The sum of the product shall be divided by the sum of the performance weights.~~
- ~~—3. The resulting quotient shall produce the Quality Performance Index.~~
- ~~—(d) The Quality Performance Index shall be divided into four (4) performance categories:~~
 - ~~—1. A score of 4.00 to 3.50 shall indicate "Excellent Performance ";~~
 - ~~—2. A score of 3.49 to 3.00 shall indicate "Satisfactory Performance ";~~
 - ~~—3. A score of 2.99 to 2.75 shall indicate "At Risk of Low Performance" and shall identify the educator preparation unit as "at-risk of low performing" in accordance with 20 U.S.C. 1027 and 1028 and Section 24 of this administrative regulation; and~~
 - ~~—4. A score of less than 2.75 shall indicate "Low Performance" and shall identify the educator preparation unit as "low performing" in accordance with 20 U.S.C. 1027 and 1028 and Section 24 of this administrative regulation.~~
- ~~—(e) The performance points and performance weights are established in the "Quality Performance Index Calculation" document incorporated by reference.]~~

Section 28 [26]. Approval of On-line Programs. Initial and continuing on-line educator preparation programs originating from outside Kentucky shall be regionally [~~or nationally~~] accredited, ~~[and]~~ accredited or approved, as applicable, by the program's state of origin, and accredited or approved by NCATE or the Distance Education Training Council.

Section 29 [27]. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education", 2002 Edition, National Council for Accreditation of Teacher Education;

(b) NCATE Unit Standards (2002 Edition), National Council for Accreditation of Teacher Education;

(c) "Education Professional Standards Board Accreditation of Preparation Programs Procedure", August 2002;

(d) "Education Professional Standards Board Approval of Alternative Route to Certification Program Offered under KRS 161.028", August 2002;

(e) "Education Professional Standards Board Emergency Review of Certification Programs Procedure ", September 2003;

(f) [~~"Quality Performance Index Calculation", 2005 edition, Education Professional Standards Board;~~

~~—(g)~~ "Kentucky's Safety Educator Standards for Preparation and Certification", May 2004;

(g) ~~[(h)]~~ "National Association of School Psychologists, Standards for School Psychology Training Programs, Field Placement Programs, Credentialing Standards", July 2000; and

(h) ~~[(i)]~~ "Kentucky's Standards for Guidance Counseling Programs" derived from the Council for Accreditation of Counseling and Related Education Programs (CACREP) Standards, Education Professional Standards Board, November 2004.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information Item G

Information Item:

To present the financial results of the agency's programs and operations for fiscal year 2007, ending June 30, 2007.

Applicable Statutes and Regulation:

KRS 161.017 (1) (c)

Applicable Goal:

Goal 6: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

Background:

To fulfill EPSB Goal #6, the Deputy Executive Director will provide a semiannual budget report to the Board. The financial records for fiscal year 2007, period ending June 30, 2007, have been closed, and a 2-page financial summary is being sent under separate cover along with a written report of factors that affected the agency's spending.

Groups/Persons Consulted:

None – All information was produced from information maintained in the eMARS financial system.

Contact Person:

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Executive Director

Date:

August 27, 2007

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information Item H

Information Item:

To inform the EPSB about any contracts that have been awarded and signed since the last EPSB meeting.

Applicable Statutes and Regulation:

KRS 161.028 (1) (v) (d)
KRS 161.017 (3)

Applicable Goal:

Goal 6: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

Background:

KRS 161.028 (1) (v) authorizes the EPSB to enter into contracts and KRS 161.017 (3) stipulates that with board approval the executive director may enter into agreements "...to enlist assistance to implement the duties and responsibilities of the board." The EPSB approved procedures for seeking approval and authorization for entering contractual agreements at the October 23, 2006 EPSB meeting.

The following contract was completed and signed by the Executive Director after approval was given by the Board at the June, 2007 Board meeting. It resulted from a Request for Proposal process that closed on June 28, 2007.

| | | | |
|-----------|--|----------------------------|------------|
| James Roe | Troops To Teachers Video Production | July 16 – June 30, 2008 | \$4,796.95 |
|-----------|--|----------------------------|------------|

Groups/Persons Consulted:

Larry Fohl and Mike Carr evaluated the proposals to determine the award.

Contact Person:

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Executive Director

Date:

August 27, 2007

August 27, 2007

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item A

Action Item

Request approval to authorize the executive director to enter into contracts to conduct normal business operations

Applicable Statutes and Regulation

KRS 161.028 (1) (v) (d)

KRS 161.017 (3)

Applicable Goal

Goal 6: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

Issue

Should the Education Professional Standards Board (EPSB) authorize the executive director to enter into the specified contract to conduct normal business operations?

Background

KRS 161.028 (1) (v) authorizes the EPSB to enter into contracts and KRS 161.017 (3) stipulates that with board approval the executive director may enter into agreements "...to enlist assistance to implement the duties and responsibilities of the board." The EPSB approved procedures for seeking approval and authorization for entering financial agreements at the October 23, 2006 EPSB meeting.

Purpose of the contracts:

1. The Kentucky Department of Education, Division of Early Childhood Development requests our acceptance of a memorandum of agreement (MOA) for the transfer of funds to EPSB to support the development of IECE training. KDE is giving us \$20,000 to develop a new TPA instrument to train KTIP committee members for early childhood (IECE) teachers. The developmental work began on July 23, 2007, prior to the next EPSB Board meeting on August 20, 2007. Emergency approval of this contract was obtained by Dr. Rogers from the EPSB Chairman and Vice Chairman on July 20, 2007, so that the agreement could be completed before the end of July.
 - Revenue from the contract: \$20,000
 - Impact on budget: The transfer of funds will be used for EPSB payments of stipends and travel of education professionals that help develop this model.
 - Type of entity providing service: Other state agency
 - Bidding process: Not required to bid.
 - Singular vs. continuing service: singular

2. The ongoing work of the redesign of the principal preparation programs and the redesign of master's programs requires the assistance of a qualified consultant. During fiscal year 2007 the EPSB benefited from the services of Dr. Kathy O'Neill, who was supported by federal funds supplied through the Appalachian Regional Comprehensive Center (ARCC) via the Southern Region Education Board (SREB). For fiscal year 2008, SREB has agreed to pay for half of Dr. O'Neill's per day fee and travel, again through federal funds available to the ARCC. The EPSB will need to enter a contract with SREB to cover the other half of Dr. O'Neill's expenses.
 - Approximate cost of the contracts: \$ 20,000
 - Impact on budget: These expenditures were included in the FY 2008 budget.
 - Type of entity providing service: Outside Education Agency - SREB
 - Bidding process: We feel there is adequate justification for a sole source personal service contract based on Dr. O'Neill's prior participation, but if that is not approved, we will issue a competitive RFP.
 - Singular vs. continuing service: Singular
3. Currently all attorneys, including the Director of Legal Services, have a case load between 50 and 60 cases each. The increase in case load also increases the amount of turn around time for each attorney to resolve a case, which has resulted in a backlog of disciplinary cases. In order to keep cases from lingering for more than a year and to increase the overall efficiency and quality of the investigations, staff is requesting authorization to hire another contract attorney for the remainder of the biennium. This contract total would be no more than \$25,000 for the remainder of the year, and the funds would be charged to certification fees. Staff envisions keeping this contract position, as well as the other two contract positions, during the 2008-2010 biennium year as well. As a contract attorney, the individual would only be paid for the actual hours of work performed.
 - Approximate cost of the contracts: \$ 25,000
 - Impact on budget: These expenditures will be paid for with certification fees and were included in the FY 2008 budget.
 - Type of entity providing service: External vendor
 - Bidding process: We will issue a competitive RFP.
 - Singular vs. continuing service: Continuing
4. A modification to the Kentucky Educational Development Cooperative (KEDC) contract for National Board mentoring services is necessary to provide for 18 additional counties and 10 independent school districts which were initially contracted by Southeast /South Central Educational Cooperative (SESC). Due to unforeseen complications, SESC cannot service its assigned districts. The modification will increase the contract from \$34,925.00 to \$73,025.00.

Agenda Book

- Approximate cost of the contracts: \$ 38,100
- Impact on budget: These expenditures will be paid from National Board grant funds and were included in the FY 2008 budget.
- Type of entity providing service: Educational Cooperative
- Bidding process: None required
- Singular vs. continuing service: Singular

Alternative Actions

1. Authorize the executive director to enter into these contracts and modifications described above.
2. Modify and approve the contracts separately.
3. Do not approve the contracts and modifications.

Staff Recommendation

Alternative 1

Rationale

These are routine and necessary expenditures.

Contact Person:

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Executive Director

Date:

August 27, 2007

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item B

Action Item:

The University of Louisville – Alternative Route to Certification Proposal for Administrator Certification, Option 6

Applicable Statutes and Regulation:

KRS 161.028
16 KAR 5:010

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the Education Professional Standards Board (EPSB) approve the University of Louisville's alternative route to certification proposal for administrator certification, Option 6?

Background:

Pursuant to KRS 161.028, the EPSB was directed to promote and approve alternative route certification programs offered through colleges/universities, private contractors, the Kentucky Department of Education, or the Kentucky Commonwealth Virtual University. The *Approval of Alternative Route to Certification Programs Offered Under KRS 161.028: Policy and Procedure* was approved by the EPSB in September 2000 (copy attached). Alternative routes to certification established by the General Assembly in KRS 161.048 are governed by the requirements in that statute, related statutes, and corresponding administrative regulations.

The University of Louisville (U of L) College of Education and Human Development has submitted an alternative route to certification proposal for Post-Master's Certification for School Principal, Supervisor of Instruction, Director of Special Education, and Superintendent, Grades P-12. Though large numbers of candidates are not expected to enroll in these programs, the university is committed to support districts even if the district has a limited number of qualified candidates completing the program.

"The major difference from the traditional program is that the candidate for certification already holds the position in administration while s/he completes the course work. Additionally, clinical experiences begin immediately upon acceptance and are directed and supervised jointly by the district and University." Clinical experiences will be "hands on" and field experiences are embedded into each course. Coursework will include real world action-research with a university mentor supervising the candidate, and performance-based assessments are essential to the proposal.

Alternative Actions:

1. Approve U of L's alternative route to certification proposal
2. Modify and approve U of L's alternative route to certification proposal
3. Do not approve U of L's alternative route to certification proposal

Staff Recommendation:

Alternative 1

Rationale:

Staff has reviewed the U of L proposal and finds it to be in accordance with the intent of the legislation and with EPSB standards. U of L was approved to offer alternative route to certification programs in 2000, 2001, and 2003. U of L already has an approved conceptual framework that includes a continuous assessment plan. Clinical and field experiences are hands on and embedded in the coursework. Candidates will be mentored and supervised by university faculty and faculty qualifications are outlined in the proposal. (*An executive summary is attached.*)

Contact Person:

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Executive Director

Date:

August 27, 2007

Education Professional Standards Board

**APPROVAL OF ALTERNATIVE ROUTE TO CERTIFICATION PROGRAMS OFFERED
UNDER KRS 161.028**

POLICY AND PROCEDURE

September 11, 2000

Pursuant to KRS 161.028, the Education Professional Standards Board (hereinafter “the Board”) is directed to promote and approve alternative route to certification programs offered through colleges/universities, private contractors, the Kentucky Department of Education, or the Kentucky Commonwealth Virtual University. The following procedure shall be followed regarding the submission and approval of alternative programs offered under this statute. Alternative routes to certification established by the General Assembly in KRS 161.048 are governed by the requirements in that statute, related statutes, and corresponding administrative regulations, and are not included in this policy.

Kentucky Colleges and Universities:

A Kentucky college or university (public or private) that has received accreditation from the Board for its teacher education unit shall follow the following procedure:

- Submission and approval of alternative route to certification programs shall be done in accordance with the program approval requirements of 704 KAR 20:696, Section 17 (and its ensuing reference to Section 8 of the same regulation).
- If the alternative route to certification program is offered in addition to or in conjunction with a previously approved, traditional program in the certification area(s), the alternative route program shall be considered a “new” or “substantially revised” program as defined in Section 17 of this regulation.
- If a college or university is requesting the alternative route program for one or several certification areas for which the teacher education unit has previously received approval, then the college or university may submit only one (1) program for approval denoting all the previously approved certification areas it intends to offer through the alternative route; this single program must contain all relevant information delineated in Section 8 of 704 KAR 20:696 for each certification area offered through the alternative route. If the college or university is requesting the alternative route program for a new certification area for which the teacher education unit has not previously received approval, then the college or university shall submit an individual program for each new program/certification area.
- Submission and approval of an alternative route program can occur at anytime during an accredited institution’s accreditation cycle and the Board will make diligent efforts to review and approve programs in a prompt and efficient manner.
- A college or university that has not received full accreditation of its teacher education units must submit alternative route programs in accordance with the timelines provided throughout 704 KAR 20:696 for institutions pursuing full accreditation.

COLLEGES AND UNIVERSITIES LOCATED OUTSIDE OF KENTUCKY

A college or university having its parent institution geographically located outside of Kentucky, but which chooses to offer teacher education programs in Kentucky must meet all of the standards for accreditation as an institution established in 704 KAR 20:696 prior to submission of an alternative route to certification program. (*See Accreditation of Preparation Programs Policy and Procedure November 8, 1999.*) Following approval of the teacher education unit, the out-of-state college or university may submit alternative route programs under the same guidelines established above for Kentucky colleges and universities.

KENTUCKY DEPARTMENT OF EDUCATION

For purposes relating to the submission and approval of alternative route to certification programs under KRS 161.028 (1)(q), the Kentucky Department of Education shall adhere to the program approval requirements of 704 KAR 20:696, Section 17 (and its ensuing reference to Section 8 of the same regulation). The Board may waive any Section, or part thereof, of 704 KAR 20:696 that is unduly restrictive to the development and implementation of the program.

KENTUCKY COMMONWEALTH VIRTUAL UNIVERSITY

For purposes relating to the submission and approval of alternative route to certification programs under KRS 161.028 (1)(q), the Kentucky Commonwealth Virtual University shall adhere to the program approval requirements of 704 KAR 20:696, Section 17 (and its ensuing reference to Section 8 of the same regulation). The Board may waive any Section, or part thereof, of 704 KAR 20:696 that is unduly restrictive to the development and implementation of the program.

PRIVATE CONTRACTORS

KRS 161.028 (1)(q) allows the Board to approve alternative route to certification programs offered by private contractors. Private contractors must meet the accreditation standards established throughout 704 KAR 20:696 and the specific program approval guidelines established in Section 17 (and Section 8) of the administrative regulation. The Board shall review the merit of the request for approval and the fiscal and educational credibility of the “private contractor” offering the program; the Board may waive any requirements in 704 KAR 20:696 that it deems unduly restrictive to a private contractor’s request or to promotion of the alternative routes.

The Board will promote and approve those alternative route to certification programs that, in its professional judgment, meet the same rigorous standards for obtaining and maintaining certification that govern traditional programs.

The Board will review the alternative route to certification programs in a fair and efficient manner, with balanced deference to quality and supply issues.

Agenda Book

University of Louisville College of Education & Human Development Alternative Certification Proposal

Executive Summary

The University of Louisville is seeking approval to provide alternate routes to certification for individuals who have evidence of a signed contract for the position of a Prek-12 administrator from the employing school district. Post-Master's Certifications for principal, supervisor of instruction, director of special education and superintendent will be provided. The signed contract will replace the traditional requirement of a recommendation from an administrative supervisor. The Applicants must meet the university criteria for acceptance. Although the Education Administration Program at U of L does not expect a large number of individuals to seek alternate routes, the department will support any district with a limited number of qualified candidates to complete certification. Consequently the best plan is to utilize the traditional program as much as possible to support alternate route students. The internship and Kentucky Principals Internship Program (KPIP) will vary slightly and are explained later.

Program Overview

The course work for alternate route students will be embedded in the traditional program courses for a total of 24 credit hours (8 courses) 6 credit hours (2 courses) for clinical experiences, totalling 30 credit hours for completion of the program. As in the traditional program, candidates will complete two years of coursework. Candidates will then begin KPIP. The entire process is expected to take three (3) years.

- The two internships for the traditional program usually occur with one in the level 1 certification program and one in level 2. In the alternative certification program, internships will also occur during the first and second years of enrolment, and

concurrently with the participant's employment. A university faculty member and a district mentor will work collaboratively to assist the participant in years one and two.

- Graduate credits for the completion of Level 1 and Level 2 certificates for the Principal, Supervisor of Instruction and Director of Special Education follow the same pattern.
- The requirement for superintendent is different and will consist of 12 credit hours (4 courses) for participants with a master's and principal certification for both levels 1 and 2. If the level 2 principal certification has not been completed, the level 2 course work of 12 credits (4 courses) will be added to the 12 credits needed for Superintendent.

***Course work for Principal:**

Year 1 – 607 – Principles of Educational Leadership

608 – P1-12 Administration

612 – Human Resource Education

604 – Supervision and Instructional Leadership

Summer – 609- Internship in Education Leadership

610 – Collaboration and Communication for Effective Leadership

Year 2 –

620 – Legal Issues

603 – Leadership in a Reform Environment

622 – Resource Management

720 – Advanced Internship in Leadership

Year 3 - KPIP

This completes 30 credit hours. In year one and two, the District and University will support the participant in field assignments and projects consistent with the requirements of the course work and the needs of the District. Participants will complete the two required Internships before completing the program requirements. Before the end of year two, the participant will take the Kentucky Principals' test, the School Leaders Licensure Assessment test of ISLLC Standards and complete a portfolio. In year three, the participant will be supported by district and university personnel as part of the KPIP Process.

The program for Supervisor of Instruction and Director of Special Education will follow the same two-year pattern of course work as that of a principal. The program for Superintendent, with course work of 12 credits (4 courses), including an internship, can be completed in one year. Clinical experiences and field work will be a critical part of all alternate route programs.

The Alternative Certification Program is very similar to the Traditional Program. The major difference is that the candidate for certification already holds the position in administration as he/she completes the course work. Additionally, clinical experiences begin immediately upon acceptance and are directed and supervised jointly by the district and University.

**University of Louisville, College of Education and Human Development
Proposal to the Educational Professional Standard Board to Establish Alternative
Routes to Certification for Prek-12 Educational Administrative Programs**

KRS 161.028 establishes a university alternative preparation program. KRS 161.048 requires the Educational Professional Standards Board (EPSB) to promulgate administrative regulations establishing the standards and procedures for the university alternative option. The University of Louisville (U of L) has already developed an alternative route for emergency certified teachers in various areas. The University of Louisville College of Education and Human Development wishes to provide alternative routes to certification for PreK-12 education administrative programs and is seeking approval for Post-Master's Certificates for Principal, Supervisor of Instruction, Director of Special Education and Superintendent.

Program Description

The Alternative Administrator Certification Program will be offered within a time frame not to exceed 2 years for the completion of Level I and Level II certificates for Principal, Supervisor of Instruction and Director of Special Education. The program will consist of 10 courses for 30 credit hours. The 12 credits for the Superintendent certification will require less than 2 years and the practicum will be completed concurrently with the participant's employment. Participants in the Alternative Administration Certification Program will complete two Internships concurrently with their employment. Participants must be employed by a school district in order to request admission to the alternative administrator certification program. Alternative administrative students will be offered the same careful content and pedagogy provided traditional Prek-12 education administration programs. The Alternative Certification Program is very similar to the Traditional Program. The major difference is that the candidate for certification already holds the position in administration and s/he completes the course work. Additionally, clinical experiences begin immediately upon acceptance and are directed and supervised jointly by the district and University.

Clinical and field experiences will be built into the program by actual "hands on" employment and will begin immediately. Currently, field experiences are imbedded into each class, but the internships are discreet classes at the middle and end of the programs. To provide alternate routes to the licensure of school PreK-12 Building Principal, Supervisor of Instruction, and Director of Pupil Personnel Administrators, the candidates must meet the following **program entrance requirements**:

- Apply for admission to graduate school if the student desires U of L credit for the licensure program.
- Provide evidence of a signed contract for the position of Prek-12 administration from the employing school district. The signed contract will replace the traditional requirement of a recommendation from an administrative supervisor.
- Submit evidence of a completed Master's degree in any field from an accredited institution.
- Complete the verbal and quantitative portion of the Graduate Record Exam (GRE) with a combined verbal and quantitative score of 800 or above.
- A person must be certified in special education to qualify for Director of Special Education Certification.

To verify entry levels of competence, a committee of professors from the Department of Leadership Foundations and Human Resource Education at U of L with input from practicing administrators, where appropriate, will assess performance levels.

To meet the entrance requirements for the alternative licensure program for Prek-12 Building Principal, Supervisor of Instruction and Director of Special Education, the candidate must:

- Be assessed by the university in order to monitor and approve the completion of the alternative licensure program, minus credit, for a fee to be determined by the College of Education and U of L.
- Provide evidence of an earned Master's degree in any field from an accredited institution.

Clinical/Field Experience

A university based Alternative Administrator Certification Program for school and district administrators provide potential educators a route to complete the preparation program while being employed in the school district. This unique feature allows for the clinical experiences to be built into the program by way of the employment. A university mentor will supervise real world action-research coursework, performance-based assessments, and field experiences during the first two years of employment. The participant will experience KPIP in the third year of employment. Currently, students complete all course work, take the state tests and receive a statement of eligibility prior to employment in a district. Once hired they participate in KPIP.

Curriculum Contract

Each alternative program certification in Prek-12 Educational Administration is based on the Inter School Leaders Licensure Consortium (ISLLC) standards adopted by Kentucky and the current regulations of the Education Professional Standards Board for administration licensure. ISLLC standards provide the basis for the development of a program for the training of educational leaders that is integrated across all standards. The curriculum contract for the courses in each certification program mirrors the program being offered to traditional students (see attachments). The curriculum contracts will be signed by each participant in the Alternative Administration Certification Program. The contract will include course titles or equivalents needed to complete certification. The participant's signature indicates a commitment to participate in and complete all the requirements of the program.

Assessment Plan

Candidates in the alternative Administration Certification Program will experience ongoing assessment by the same approved methods as the traditional program including: portfolios, performance based assessments, essential concept competencies and the checklist of student characteristics known as dispositions. Students will successfully complete the required assessments for Building Principal and will take the School Leaders Licensure Assessment and the Kentucky Specialty Examination. Participants will maintain a grade of B or higher in all coursework and must complete all coursework before certification is awarded. Participants will be assessed by program faculty and cooperating personnel in the school districts where the participants are employed using the following criteria:

Agenda Book

- Acquisition of essential concepts, competencies and dispositions
- Individual conferences to review participants program plan
- Maintaining a grade of B or higher in all course work.
- Completed professional portfolio
- Passing scores on the Kentucky Principals' Test and the School Leaders Licensure Assessment
- Successful completion of the KPIP experience

Evaluation

The CEHD will be responsible for evaluating the effectiveness of the alternate route to the certification programs. The Education Advising Center will collect data concerning the number of students enrolled and the number of students completing the program. In addition, CEHD collects information through an annual survey of its graduates and of employers. All relevant data will be aggregated and analyzed by appropriate CEHD administrators and used for making program refinements.

Faculty and other Collaborations

Faculty supporting and/or teaching in the Alternative Administration Certification program include Drs. Thaddeus Dumas, Blake Haselton, John Keedy, Susan Lasky, Freda Merriweather, and Department Chair, Joseph Petrosko. Faculty from other units will be included as needed to provide identified coursework. The Advising Center staff will work with alternative route candidates to ensure consistency, support and clear communication. CEHD will continue its close communication with the Jefferson County Public Schools and OVEC Districts to provide the best possible experiences for alternative route students.

The coordinator for the Alternate Routes to certification for administrators will be the same as the KPIP Coordinator.

Program Coordinator

The responsibilities of the program coordinator will be the following:

- Coordinate and communicate about key elements of the programs with the Education Advising Center, program faculty, field supervisors, schools and administrators, and others;
- Serve as the key contact point for those interested in admission to the programs and support candidates through admission to and the completion of their programs;
- Serve as liaison for the programs with the Jefferson County Public Schools and OVEC Districts, helping to identify mentors to work with the candidates;
- Coordinate course offerings needed to complete the alternative certification courses
- Supervise and monitor progress of candidates in the Alternative Certification program.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item C

Action Item:

Indiana Wesleyan University request to be recognized as a Kentucky educator preparation institution to offer the Master of Education and Rank I programs

Applicable Statutes and Regulation:

KRS 161.028 and 030
16 KAR 5:010

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the Education Professional Standards Board (EPSB) grant Indiana Wesleyan University's request to pursue accreditation as a Kentucky institution and offer the Master of Education and Rank I programs?

Background:

In November 1999, the EPSB adopted and implemented a process to approve and evaluate college and university programs for the preparation of teachers and other professional school personnel. The policy reflects the board's interpretation of this regulation to mean that all teacher preparation programs operating in Kentucky, regardless of the geographical location of the parent institution, must be accredited.

In June 2007, Indiana Wesleyan University (IWU) in Marion, Indiana submitted a "letter of intent" to seek accreditation as a Kentucky institution and offer the Master of Education and Rank I programs. Until January 2007, the university was approved to offer the Master of Education and Rank I programs in Kentucky. During the January 22, 2007 EPSB meeting, board members approved the following statement:

"Effective January 22, 2007, Indiana Wesleyan University can not admit nor begin any more student cohorts to Rank I or II programs in Kentucky. Students currently in the programs will be able to complete the program by September 1, 2008. During this period of time, no more Canter or Professional Learning Systems courses can be offered to these students. If Indiana Wesleyan University wishes to submit a program in the future, they shall be recognized as a Kentucky institution and meet all Kentucky and NCATE Standards. Indiana Wesleyan University has 30 days to provide the names of students currently in the program to the Education Professional Standards Board."

The university currently operates a campus in the Louisville area. Until January 2007, the university offered the Masters of Education and Rank I programs at the Louisville campus and numerous western Kentucky communities. The university is petitioning the board to

Agenda Book

begin the accreditation process as a Kentucky institution and seek approval for the two programs previously listed. The letter of intent cites the historical foundation in Kentucky and the success of its graduates. It is IWU's opinion that the university should not be required to complete the lengthy four stage developmental process outlined in 16 KAR 5:010, Section 3.

As a Kentucky accredited institution, IWU will be required to provide all of the necessary resources, faculty, advising, etc. at the Louisville campus. IWU would be expected to meet all NCATE and Kentucky standards at the Louisville campus. The Marion, Indiana campus will no longer be considered or reviewed during the Kentucky accreditation process. (*The letter of intent is enclosed under separate cover.*)

Alternative Action:

1. Accept the IWU letter of intent.
2. Do not accept the IWU letter of intent.

Contact Person:

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Executive Director

Date:

August 27, 2007

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver A

Action Item:

Waiver of Language in 16 KAR 7:010 Regarding December Payments to Resource Teachers

Applicable Statute or Regulation:

KRS 161.030 (6)(f)

16 KAR 7:010 Section 7(2)

Applicable Goals:

Goal 4: Every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

Goal 6: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

Background:

KRS 161.030 requires that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky serve a one (1) year internship. The statute further requires that successful completion of a teacher's internship be determined by the beginning teacher committee and that the committee consist of a resource teacher, the school principal, and a teacher educator.

16 KAR 7:010 Section 7(2) stipulates that the stipend for resource teachers be disbursed on a biannual basis corresponding to the semester in which the mentoring occurred or on an annual basis for full-year interns with payment being disbursed at the end of the one-year internship.

As discussed in the June 2007 EPSB meeting, it is the desire of the Board for any reduction in resource teacher stipends to remain a last resort toward a solution on how to operate within the KTIP allotment or seek ways to cover all KTIP costs. However, in the event that this action must be taken, it is necessary that resource teacher payments be made once a year at the end of the fiscal year.

Alternative Actions:

1. Waive the language in 16 KAR 7:010 regarding December payments to resource teachers, and allow staff to pay resource teachers at the end of the fiscal year until the regulation is brought to the Board with the language edited.
2. Do not waive the language in 16 KAR 7:010 regarding December payments to resource teachers.

Staff Recommendation:

Alternative 1

Rationale:

While staff understands that reduction in resource teacher stipends is a last resort, if payments are made to resource teachers in December 2007, and then budget determines that a reduction is inevitable, there could likely be an inequity in payment to resource teachers who served interns in the same school year. Such an inequity can be prevented if all resource teachers are paid at the end of the fiscal year.

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Executive Director

Date:

August 27, 2007

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16 KAR 7:010. Kentucky Teacher Internship Program.

RELATES TO: KRS 156.101, 161.028, 161.030, 161.048, 161.095

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030, 161.1222

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.030(5) requires that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one (1) year internship. This administrative regulation establishes the requirements for the Kentucky Teacher Internship Program...

Section 7. Payments to Committee Members. (1) In accordance with the budgetary act, the Education Professional Standards Board shall contract with the local school district, or make other appropriate arrangements, for:

(a) The direct service of a resource teacher to each teacher intern;

(b) Participation in classroom observations and committee meetings; and

(c) The employment of substitute teachers to provide at least twenty (20) clock hours of released time for the resource teacher to observe and assist the teacher intern during normal working hours.

(2) A resource teacher shall:

(a) Not serve as a resource teacher for more than one (1) teacher intern concurrently; and

(b) Be paid a stipend in accordance with subsection (3) of this section.

(3)(a) Except as provided by paragraphs (b) and (c) of this subsection, the stipend shall be:

1. \$1,400 for a year of service; and

2. Disbursed in accordance with KRS 161.030(6)(f) on a biannual basis corresponding to the semester in which the mentoring occurred or on an annual basis for full-year interns with payment being disbursed at the end of the one (1) year internship.

a. The frequency of the disbursement shall be at the option of the district if the resource teacher is serving in a public school district.

b. If the resource teacher is serving in a nonpublic school, the frequency of the disbursement shall be determined by the submission of the resource teacher time sheets.

(b) If the school or school district where the internship takes place fails to submit the time sheets by the date stipulated in Section 6(1) of this administrative regulation, the Education Professional Standards Board staff shall refuse payment of the stipend.

(c) The stipend shall be prorated if the required number of hours are not performed and documented in legitimate and appropriate pursuit of successful completion of the internship pursuant to the requirements of Section 5(2) of this administrative regulation.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver B

Action Item:

Request to waive language in 16 KAR 6:010. Written examination prerequisite for teacher certification

Applicable Statutes and Regulation:

KRS 161.028

KRS 161.030

16 KAR 6:010 Section 2(5)(c) and (e)

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the Education Professional Standards Board waive language in 16 KAR 6:010 pertaining to the Kentucky content assessment requirements for Secondary English and/or Secondary Mathematics?

Background:

Ms. Noelle M. Carpenter is seeking Secondary English and Secondary Mathematics certification. She has completed and passed the following Michigan Tests for Teacher Certification (MTTC).

| Test | Test Date | Results | Required Score |
|------------------------------|---------------|---------|----------------|
| <i>MTTC English (02)</i> | April 1, 2006 | 261 | 220 |
| <i>MTTC Mathematics (22)</i> | April 1, 2006 | 260 | 220 |

Kentucky requires the following Praxis II content tests for Secondary English certification:

- *English Language, Literature, and Composition: Content Knowledge (0041)*
- *English Language, Literature, and Composition: Essays (0042)*

Kentucky requires the following Praxis II content tests for Secondary Mathematics certification:

- *Mathematics: Content Knowledge (0061)*
- *Mathematics : Proofs, Models, and Problems, Part 1 (0063).*

The results of EPSB staff review of the Michigan Study Guides and the Educational Testing Service (ETS) Test at a Glance documents are provided below.

English

Both the *MTTC English (02)* and the Praxis II *English Language Literature and Composition: Content Knowledge (0041)* tests are multiple-choice. The *MTTC English (02)* test covers the same topics as the Praxis II (0041).

The Praxis II *English Language, Literature, and Composition: Essays (0042)* test is a four-question essay test addressing a prospective teacher's ability to analyze literary texts as well as to understand and articulate arguments about key issues in the study of English.

Mathematics

Both the *MTTC Mathematics (22)* and the Praxis II *Mathematics: Content Knowledge (0061)* tests are multiple-choice. The *MTTC Mathematics (22)* test includes the same content as the Praxis II (0061) test, with the exception of Trigonometry. Trigonometry is 8% of the 50 multiple-choice item Praxis II (0061) test.

The Praxis II *Mathematics: Proofs, Models, and Problems, Part 1 (0063)* test is composed of four basic exercises: 1 proof, 1 model, and 2 problems.

Alternative Actions:

English

1. Accept the *MTTC English (02)* in place of the Praxis II *English Language, Literature, and Composition: Content Knowledge (0041)*. Do not accept the *MTTC English (02)* in place of the Praxis II *English Language, Literature, and Composition: Content Knowledge (0042)*.
2. Accept the *MTTC English (02)* in place of the Praxis II *English Language, Literature, and Composition: Content Knowledge (0041)*. Accept the *MTTC English (02)* in place of the Praxis II *English Language, Literature, and Composition: Content Knowledge (0042)*.
3. Do not accept the *MTTC English (02)* in place of the Praxis II *English Language, Literature, and Composition: Content Knowledge (0041)*. Accept the *MTTC English (02)* in place of the Praxis II *English Language, Literature, and Composition: Content Knowledge (0042)*.
4. Do not accept the *MTTC English (02)* in place of the Praxis II *English Language, Literature, and Composition: Content Knowledge (0041)*. Do not accept the *MTTC English (02)* in place of the Praxis II *English Language, Literature, and Composition: Content Knowledge (0042)*.

Mathematics

1. Accept the *MTTC Mathematics (22)* in place of the Praxis II *Mathematics: Content Knowledge (0061)*. Do not accept the *MTTC Mathematics (22)* in place of the *Mathematics: Proofs, Models, and problems, Part 1 (0063)*.
2. Accept the *MTTC Mathematics (22)* in place of the Praxis II *Mathematics: Content Knowledge (0061)*. Accept the *MTTC Mathematics (22)* in place of the *Mathematics: Proofs, Models, and problems, Part 1 (0063)*.
3. Do not accept the *MTTC Mathematics (22)* in place of the Praxis II *Mathematics: Content Knowledge (0061)*. Accept the *MTTC Mathematics (22)* in place of the *Mathematics: Proofs, Models, and problems, Part 1 (0063)*.
4. Do not accept the *MTTC Mathematics (22)* in place of the Praxis II *Mathematics: Content Knowledge (0061)*. Do not accept the *MTTC Mathematics (22)* in place of the *Mathematics: Proofs, Models, and problems, Part 1 (0063)*.

Staff Recommendation:

English

Alternative Action 1

Mathematics

Alternative Action 1

Rationale:

English

Based on the MTTC study guide and the Praxis II Test at a Glance documents, both the *MTTC English (02)* test and the Praxis II (0041) are multiple-choice tests that cover the same topics.

The Praxis II *English Language, Literature, and Composition: Essays (0042)* test is a four-question essay test that addresses a prospective teacher's ability to analyze literary texts as well as to understand and articulate arguments about key issues in the study of English. *The MTTC English (02)* test does not provide the prospective teacher with the opportunity to demonstrate or articulate these skills.

Mathematics

Based on the MTTC study guide and the Praxis II Test at a Glance documents, the *MTTC Mathematics (22)* and the Praxis II (0061) tests are multiple-choice. The MTTC Mathematics (22) test includes the same content as the Praxis II (0061) with the exception of Trigonometry. Trigonometry is 8% of the 50 multiple-choice item Praxis II (0061) test.

The Praxis II *Mathematics: Proofs, Models, and problems, Part 1 (0063)* test is comprised of four basic exercises: 1 proof, 1 model, and 2 problems for assessing the mathematical knowledge and competencies necessary for a beginning teacher of secondary mathematics. The MTTC study guide does not present evidence that the *MTTC Mathematics (22)* provides the prospective teacher with the opportunity to demonstrate these skills.

Contact Person:

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Executive Director

Date:

August 27, 2007

16 KAR 6:010. Written examination prerequisites for teacher certification.

RELATES TO: KRS 161.020, 161.028(1), 161.030(3), (4)

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030(3), (4)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030(3) and (4) requires the Education Professional Standards Board to select the appropriate assessments required prior to teacher certification. This administrative regulation establishes the written examination prerequisites for teacher certification.

Section 1. A teacher applicant for certification shall successfully complete the appropriate written tests identified in this administrative regulation prior to Kentucky teacher certification.

Section 2. The Education Professional Standards Board shall require the test or tests and passing scores identified in this section for each new teacher applicant and each teacher seeking an additional certificate.

(1) An applicant for elementary certification shall take Elementary Education: Content Knowledge (0014) with a passing score of 148.

(3) An applicant for middle school certification shall take the middle school content test or tests based on the applicant's content area or areas with passing scores as identified in this subsection:

- (a) Middle School Mathematics (0069) - 148;
- (b) Middle School Science (0439) - 139;
- (c) Middle School English Language Arts (0049) - 157; or
- (d) Middle School Social Studies (0089) - 149.

(4) An applicant for certification for teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take each content test or test based on the applicant's content area or areas with the corresponding passing scores as identified in this subsection:

(a) Communication disorders:

- 1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
- 2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

- 1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
- 2. Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;

(c) Moderate and severe disabilities:

- 1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2.a. Until August 31, 2007, Special Education: Teaching Students with Mental Retardation (0321) - 146;

b. Beginning September 1, 2007 and until August 31, 2008, Special Education: Teaching Students with Mental Retardation (0321) - 146 or Education of Exceptional Students: Severe to Profound Disabilities (0544) - 156;

c. Beginning September 1, 2008, Education of Exceptional Students: Severe to Profound Disabilities (0544) - 156;

(d) Hearing impaired:

1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
2. Education of Deaf and Hard of Hearing Students (0271) - 167;
- (e) Hearing impaired with sign proficiency:
 1. Education of Exceptional Students: Core Content Knowledge (0353) - 157;
 2. Education of Deaf and Hard of Hearing Students (0271) - 167; and
 3. One (1) of the following tests with a passing score of "Intermediate Level":
 - a. Sign Communication Proficiency Interview (SCPI); or
 - b. Educational Sign Skills Evaluation (ESSE); and
- (f) Visually impaired:
 1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
 2. Teaching Students with Visual Impairments (0280) - 700.
- (5) An applicant for certification at the secondary level shall take the content test or tests corresponding to the applicant's content area or areas with the passing scores identified in this subsection:
 - (a) Biology:
Content Knowledge (0235) - 146;
 - (b) Chemistry:
Content Knowledge (0245) - 147;
 - (c) English:
 1. English Language and Literature: Content Knowledge (0041) - 160; and
 2. English Language, Literature and Composition Essays (0042) - 155;
 - (d) Social Studies:
 1. Social Studies: Content Knowledge (0081) - 151; and
 2. Social Studies: Interpretation of Materials (0083) - 159;
 - (e) Mathematics:
 1. Mathematics: Content Knowledge (0061) - 125; and
 2. Mathematics: Proofs, Models, and Problems (0063) - 141;
 - (f) Physics:
Content Knowledge (0265) - 133; and
 - (g) Earth Science:
Content Knowledge (0571) - 145....

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver C

Action Item:

Request to waive language in 16 KAR 6:010. Written examination prerequisites for teacher certification

Applicable Statute and Regulation:

KRS 161.028

KRS 161.030

16 KAR 6:010 Section 2(4)(b)1.

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the Education Professional Standards Board waive language in 16 KAR 6:010 for Ms. Shatha Shakir who is seeking certification in Learning Behavior Disorders (LBD)?

Background:

On June 7, 2007, Ms. Shatha Shakir contacted the EPSB to request a waiver of the *Education of Exceptional Students: Core Content Knowledge (0353)* test or be provided with a paraphraser to complete the test. Ms. Shakir stated that she had unsuccessfully completed (0353) twice, with the Primary Language Not English (PLNE) 50% additional time accommodation provided by the Educational Testing Service (ETS).

Between September 1, 2004 through August 31, 2006, applicants for LBD certification could choose between *Special Education: Application of Core Principles Across Categories of Disability (0352)* or *Education of Exceptional Students: Core Content Knowledge (0353)* AND *Special Education: Teaching Students with Behavioral disorders/Emotional Disturbances (0371)* or *Education of Exceptional Students: Mild to Moderate Disabilities (0542)*.

Ms. Shakir's testing attempts are listed below.

| | | |
|-----------------|--------|--------------|
| January 7, 2006 | (0371) | unsuccessful |
|-----------------|--------|--------------|

| | | |
|----------------|--------|--------------|
| April 29, 2006 | (0371) | unsuccessful |
|----------------|--------|--------------|

Special Education: Teaching Students with Behavioral disorders/Emotional Disturbances (0371) is a one-hour test comprised of 50 multiple-choice items.

| | | |
|----------------|--------|--------------|
| April 29, 2006 | (0353) | unsuccessful |
|----------------|--------|--------------|

| | | |
|---------------|--------|--------------|
| June 10, 2006 | (0353) | unsuccessful |
|---------------|--------|--------------|

Education of Exceptional Students: Core Content Knowledge (0353) is a one hour test with 60 multiple-choice questions.

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April 28, 2007 (0542) successful

Education of Exceptional Students: Mild to Moderate Disabilities (0542) is a one-hour test comprised of five constructed-response items.

EPSB staff contacted ETS to determine whether the accommodation of paraphrasing is an option for teacher certification tests. Staff found that ETS does not allow the use of a paraphraser because ETS believes a paraphraser would provide an unfair advantage to the accommodated test-taker. ETS believes that paraphrasing test questions allows the questions to be varied and perhaps not to be delivered the same for all test-takers. Since paraphrasing is left to the interpretation of the reader, the rewording may not accurately reflect the content of the test or what the test is designed to measure. Paraphrasing could also make test questions either more or less difficult.

In an effort to ensure consistency with other practices regarding high stakes assessments, EPSB staff also contacted the National Evaluation Systems (NES). The NES representative explained that NES has never provided a paraphraser for a test-taker whose primary language is not English. The NES representative emphasized that this type of accommodation would change the nature of the test and would provide an advantage to the accommodated individual over other test-takers.

Beginning September 1, 2006, applicants for LBD certification must successfully complete *Education of Exceptional Students: Core Content Knowledge (0353)* AND *Education of Exceptional Students: Mild to Moderate Disabilities (0542)*.

This means that Ms. Shakir will need to successfully complete (0353) before she is able to participate in the Kentucky Teacher Internship Program (KTIP) and earn her professional teaching certificate. EPSB staff has encouraged Ms. Shakir to renew her Statement of Eligibility and continue to work with Georgetown staff to prepare for the test.

Alternative Action:

1. Approve the waiver request.
2. Do not approve the waiver request.

Staff Recommendation:

Alternative Action 2

Rationale:

The Board has acted through the adoption of language in 16 KAR 6:010 to require an appropriate content test for LBD certification to ensure teachers in this area have the content knowledge needed to teach LBD students. At this time there is not a more appropriate measure to determine content knowledge for teachers seeking certification. Ms. Shakir may continue to be provided with a PLNE 50% additional time accommodation appropriate for high stakes assessment.

Contact Person:

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Executive Director

Date:

August 27, 2007

16 KAR 6:010. Written examination prerequisites for teacher certification.

RELATES TO: KRS 161.020, 161.028(1), 161.030(3), (4)

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030(3), (4)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030(3) and (4) requires the Education Professional Standards Board to select the appropriate assessments required prior to teacher certification. This administrative regulation establishes the written examination prerequisites for teacher certification.

Section 1. A teacher applicant for certification shall successfully complete the appropriate written tests identified in this administrative regulation prior to Kentucky teacher certification.

Section 2. The Education Professional Standards Board shall require the test or tests and passing scores identified in this section for each new teacher applicant and each teacher seeking an additional certificate.

(1) An applicant for elementary certification shall take Elementary Education: Content Knowledge (0014) with a passing score of 148.

(3) An applicant for middle school certification shall take the middle school content test or tests based on the applicant's content area or areas with passing scores as identified in this subsection:

- (a) Middle School Mathematics (0069) - 148;
- (b) Middle School Science (0439) - 139;
- (c) Middle School English Language Arts (0049) - 157; or
- (d) Middle School Social Studies (0089) - 149.

(4) An applicant for certification for teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take each content test or test based on the applicant's content area or areas with the corresponding passing scores as identified in this subsection:

- (a) Communication disorders:
 - 1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
 - 2. Speech Language Pathology (0330) - 600;

- (b) Learning and behavior disorders:
 - 1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
 - 2. Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;

- (c) Moderate and severe disabilities:
 - 1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
 - 2.a. Until August 31, 2007, Special Education: Teaching Students with Mental Retardation (0321) - 146;

b. Beginning September 1, 2007 and until August 31, 2008, Special Education: Teaching Students with Mental Retardation (0321) - 146 or Education of Exceptional Students: Severe to Profound Disabilities (0544) - 156;

c. Beginning September 1, 2008, Education of Exceptional Students: Severe to Profound Disabilities (0544) - 156;

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(d) Hearing impaired:

1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
2. Education of Deaf and Hard of Hearing Students (0271) - 167;

(e) Hearing impaired with sign proficiency:

1. Education of Exceptional Students: Core Content Knowledge (0353) - 157;
2. Education of Deaf and Hard of Hearing Students (0271) - 167; and
3. One (1) of the following tests with a passing score of "Intermediate Level":
 - a. Sign Communication Proficiency Interview (SCPI); or
 - b. Educational Sign Skills Evaluation (ESSE); and

(f) Visually impaired:

1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
2. Teaching Students with Visual Impairments (0280) - 700....

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver D

Action Item:

Request for Waiver of 1/3 of Renewal Requirement for a One-Time Extension of Certificate

Applicable Statute or Regulation:

16 KAR 4:060, Section 1 (5) (a)

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the Education Professional Standards Board waive the requirement that one-third (1/3) of the renewal requirement be completed before a one-time, one-year extension be granted?

Background:

Mr. Gary Baker is requesting a waiver of the 1/3 of renewal coursework requirement for a one-year extension of his teaching certificate. His Provisional Certificate for Teaching Middle Grades, 5-8, Social Studies and English expired on June 30, 2007. Mr. Baker is asking for this waiver due to his medical condition. (See under separate cover section for the basis of Mr. Baker's request.)

Alternative Actions:

1. Approve the waiver request
2. Do not approve the waiver request

Contact Person:

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Executive Director

Date:

August 27, 2007

Agenda Book

16 KAR 4:060. Certificate renewals and successful teaching experience.

RELATES TO: KRS 161.020, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028, and 161.030 require that a teacher and other professional school personnel hold a certificate of legal qualification for his or her respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. KRS 161.020 provides that the validity and terms for the renewal of a certificate shall be determined by the laws and administrative regulations in effect at the time the certificate was issued. This administrative regulation establishes certificate renewal provisions and the requirements for successful teaching experience for certificate issuance and renewal.

Section 1. Certificate Renewals. (1) If the renewal of a teaching certificate requires the completion of additional academic course work in lieu of teaching experience, the credits shall be selected from the Planned Fifth-Year Program.

(2) Except as provided in KRS 161.030(3), a teaching certificate shall be issued for a duration period of five (5) years, with provision for subsequent five (5) year renewals.

(3)(a) A certificate shall be renewed for subsequent five (5) year periods upon the completion of:

1. Three (3) years of successful teaching experience as established in Section 2 of this administrative regulation; or
2. At least six (6) semester hours of credit or the equivalent in professional development defined in 16 KAR 8:020.

(b) The requirements of this subsection shall apply to teachers who have completed the Fifth Year Program renewal requirements established in 16 KAR 8:020 and 16 KAR 2:010, Section 3.

(4) The renewal requirements shall be completed by September 1 of the year of expiration of the certificate.

(5)(a) Upon expiration, a regular certificate shall be extended for one (1) time for the one (1) year period immediately following the expiration date upon completion of at least one-third (1/3) of the renewal requirements and upon recommendation by the employing school superintendent. The remainder of the renewal requirements shall be completed within the one (1) year period of reinstatement.

(b) Application for the extension shall be made on Form TC-2.

(6)(a) Experience in the armed forces of the United States of America shall be accepted toward the renewal of a teaching certificate in lieu of required teaching experience as established in Section 2 of this administrative regulation, if the applicant held a valid certificate prior to entering military service.

(b) The validity period of a certificate held by a person at the time of entry into the armed forces of the United States of America shall be extended for the same period of time for which it was valid at the time of entry, beginning from the date of discharge.

(7) For a certificate requiring teaching experience for renewal, experience as a substitute teacher shall be accepted in lieu of required teaching experience as established in Section 2 of this administrative regulation if the holder of the certificate:

- (a) Was employed officially by the local board of education;
- (b) Was paid through the board of education; and
- (c) Substituted in his certification area no less than thirty (30) teaching days per semester.

(8) Work experience at the Education Professional Standards Board, Kentucky Department of Education, or other state or federal educational agency with oversight for elementary and secondary education shall be accepted toward the renewal of a teaching certificate in lieu of teaching experience as established in Section 2 of this administrative regulation.

(9) Teaching experience at a regionally- or nationally-accredited institution of higher education in the academic subject area for which the teacher holds certification shall be accepted toward the renewal of a teaching certificate in lieu of teaching experience as established in Section 2 of this administrative regulation.

(10) Application for certification renewal shall be made on Form TC-2.

Section 2. Successful Teaching Experience for Certificate Issuance and Renewal. (1) Successful teaching experience shall be in a position directly corresponding to the type of teaching certificate for which the application is being made.

(2) A full year of experience shall include at least 140 teaching days of employment performed within the academic year.

(3) A half year of experience shall include at least seventy (70) teaching days of employment performed within an academic semester.

(4) The experience shall include employment on at least a half-time basis as defined in 16 KAR 7:010.

(5) The experience may include employment in either a public school or a regionally- or nationally-accredited nonpublic school.

(6) Experience as a home school teacher shall not be accepted as successful teaching experience.

(7) The superintendent of the employing district or chief school officer of the employing nonpublic school shall verify successful teaching experience on the certification application, Form TC-1 for initial certification or Form TC-2 for certificate renewal.

Section 3. Incorporation by Reference. (1) The following material is incorporated by reference:

- (a) Form TC-1, rev. 9/2000, Education Professional Standards Board; and
- (b) Form TC-2, rev. 9/2000, Education Professional Standards Board.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40602, Monday through Friday, 8 a.m. to 4:30 p.m. (SBE 42.821, .825, .826, .882, .887; 1 Ky.R. 495; eff. 3-12-75; Am. 5 Ky.R. 602; eff. 3-7-79; 11 Ky.R. 628; eff. 11-13-84; 23 Ky.R. 3922; eff. 7-2-97; 24 Ky.R. 1947; 2372; eff. 5-18-98; 28 Ky.R. 248; 626; eff. 9-5-2001; recodified from 704 KAR 20:060, 7-2-2002.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver E

Action Item:

Request for Waiver of Teaching Experience for Director of Special Education Certificate

Applicable Statute or Regulation:

16 KAR 3:040, Section 2 (b.)

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the Education Professional Standards Board accept related educational experience for the minimum of one year of exceptional child classroom experience for Director of Special Education certification?

Background:

Ms. Tracy Dunn is requesting a waiver of the one year of exceptional child teaching experience required as a prerequisite to add Director of Special Education to her certifications. She holds a variety of teaching (including special education) and administrative certificates and has the three years of classroom teaching experience required by the regulation, but she does not have one year teaching experience with exceptional children. Ms. Dunn is asking the EPSB to consider her related education experiences directly with exceptional child programs to serve in lieu of the one year of exceptional child teaching experience.

It should be noted that the Board denied this waiver at its March 2006 meeting; however, since that time, Ms. Dunn has completed the necessary coursework and assessments needed for her special education teaching certification via Northern Kentucky University. (The incomplete nature of this certification was a point of discussion during the March 2006 meeting.) Ms. Dunn is also submitting additional documentation (see under separate cover section) to outline her experiences as a substitute for the one year of special education teaching experience.

Alternative Actions:

1. Approve the waiver request
2. Do not approve the waiver request

Contact Person:

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Executive Director

Date:

August 27, 2007

16 KAR 3:040. Director of special education.

RELATES TO: KRS 157.250, 161.020, 161.030

STATUTORY AUTHORITY: KRS 157.250, 161.020, 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 requires that teachers and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation prescribed by the Education Professional Standards Board; furthermore, the teacher education institutions are required to be approved for offering the preparation programs corresponding to particular certificates on the basis of standards and procedures established by the Education Professional Standards Board. This administrative regulation establishes the director of special education certificate, the program approval standards for the preparation-certification program for directors of special education, and identifies acceptable certificates for individuals who may serve in a position which supervises, directs, administers, or coordinates special education programs.

Section 1. Definitions. (1) "Level I" means the standards-based program of studies designed for minimal preparation to serve in the position of director of special education.

(2) "Level II" means the standards-based program of studies to attain the first five (5) year renewal of the certificate for the position of director of special education.

(3) "Qualified applicant" means an applicant who holds the appropriate certification as a director of special education unless the superintendent of the employing school district has documented evidence that the applicant is unsuitable for appointment.

Section 2. (1) The professional certificate for director of special education shall be issued in accordance with the pertinent Kentucky statutes and administrative regulations of the Education Professional Standards Board to an applicant who has satisfied the prerequisites and who has completed an approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in 16 KAR 5:010 and this section.

(2) As prerequisites for the Level I program of preparation for the initial professional certificate for director of special education, the candidate shall:

- (a) Have been admitted to a preparation program approved by the Education Professional Standards Board pursuant to 16 KAR 5:010;

b. Have completed three (3) years of full-time experience as a teacher or school psychologist with a minimum of one (1) year as a teacher of exceptional children or school psychologist;

- (c) Have attained Rank II certification; and

- (d) Qualify for a Kentucky teaching certificate or school psychologist certificate.

(3) If a candidate's Rank II certification is not in the educational leadership field, a teacher education institution may require additional coursework in this field as part of the Level I preparation.

- (4) Application for the professional certificate for director of special education shall be made on Form TC-1.

- (5) The initial professional certificate for director of special education shall be:

(a) Issued for a duration period of five (5) years (except as provided in Section 4(1) of this administrative regulation) upon the successful completion of a Level I program approved by the Education Professional Standards Board pursuant to 16 KAR 5:010; and

- (b) Renewed subsequently for five (5) year periods.

1. The first renewal shall require the completion of a Level II program approved by the Education Professional Standards Board pursuant to 16 KAR 5:010.

- 2. Each five (5) year renewal thereafter shall require the completion of:

- a. Two (2) years of experience as a director of special education;

b. Three (3) semester hours of additional graduate credit or the equivalent related to the position of the director of special education; or

c. Forty-two (42) hours of approved training selected from programs approved for the Kentucky Effective Instructional Leadership Training Program provided in KRS 156.101.

(6) If a lapse in certification occurs for lack of completion of the Level II preparation, the certification may be reissued for a five (5) year period upon successful completion of the Level II preparation, but for the lack of the renewal requirements, the certificate may be reissued after the completion of an additional six (6) semester hours of graduate study or the equivalent appropriate to the program.

(7) Graduate level credit earned in the Level I and Level II preparation programs identified in this section shall be eligible for consideration of Rank I classification pursuant to 16 KAR 8:010, "Plan I" or "Plan II"....

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver F

Action Item:

Request for Waiver of Experience Requirement for Issuance of the TC-HQ Certification Process

Applicable Statute or Regulation:

16 KAR 2:010 Section 5 (3) (b) (4) (b)

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the Education Professional Standards Board waive the requirement of experience used for the TC-HQ certification process to be “in the area of certification being sought?”

Background:

Ms. Kristen Eichler holds a Provisional Certificate for Teachers of Exceptional Children—Learning and Behavior Disorders, Grades K-12. Ms. Eichler is attempting to add an area of additional certification via the TC-HQ process in Middle School Language Arts, Grades 5-9. As required in this process, Ms. Eichler submitted her teaching experience as a special education teacher in the area of middle school language arts.

EPSB staff has not allowed the use of this experience in the TC-HQ process, citing the regulation’s requirement that experience must be in the “area of certification being sought.” This decision is due to the fact that Ms. Eichler’s courses have been reported in the annual Local Educator Assignment Data (LEAD) report as being in the content area of Special Education, not Language Arts. While such experience may be used in the HOUSSE calculator as experience to be deemed “highly qualified” for federal reporting purposes, EPSB has not allowed this experience to count in the TC-HQ process for adding a new area of certification.

Special Education teachers may collaborate with the content-area classroom teachers in all content areas; however, they are not “highly qualified” under federal No Child Left Behind regulations to deliver new material in the content area unless they are certified in that area or can demonstrate content competence. By adding a new certification via TC-HQ, the teacher would also be certified to teach the content area to general education students as well.

Ms. Eichler does not agree with the EPSB staff interpretation concerning her teaching experience, and her rationale is attached. Based on staff interpretation, the Board would need to waive the regulation’s requirement requiring the experience requirement for her to receive a new area of certification via TC-HQ.

Alternative Actions:

1. Approve the waiver request
2. Do not approve the waiver request

Contact Person:

Mr. Michael Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov

Executive Director

Date:

August 27, 2007

Agenda Book

16 KAR 2:010. Kentucky teaching certificates.

RELATES TO: KRS 158.6451, 161.020, 161.028(1), 161.030

STATUTORY AUTHORITY: KRS 161.028(1)(a), (b), (f), 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) requires the Education Professional Standards Board to establish the standards for obtaining and maintaining a teaching certificate. KRS 161.028(1)(b) requires the board to set standards for programs for the preparation of teachers and other professional school personnel. KRS 161.028(1)(f) requires the board to issue and renew any certificate. This administrative regulation establishes the Kentucky certification to be issued for teaching positions...

Section 5. Additional Certification. (1) A certificate extension may be issued for any base or restricted base certificate area offered in Section 4(2) or (3) of this administrative regulation and shall require:

(a) A valid base or restricted base certificate, including a statement of eligibility;

(b) Successful completion of the applicable assessments; and

(c) Recommendation from an approved preparation program upon demonstration of competency in the relevant teaching methodology verified via coursework, field experience, portfolio, or other proficiency evaluation.

(2) A certificate endorsement may be issued for any area listed in Section 4(4) of this administrative regulation and shall require:

(a) A valid base or restricted base certificate, including a statement of eligibility;

(b) Successful completion of the applicable assessments; and

(c) Recommendation from an approved preparation program.

(3)(a) In order to assist districts in meeting the "highly qualified" teacher requirements of the No Child Left Behind Act of 2001, 20 U.S.C. 6301 et seq., a professionally-certified teacher may add a certificate endorsement or extension if the teacher meets the requirements established in paragraph (b) of this subsection.

(b) A certificate extension or certificate endorsement shall be issued if an educator submits a completed application and meets the following requirements:

1. A valid Kentucky professional teaching certificate;

2. Current employment in a certified position or a bona fide offer of employment in a certified position in a Kentucky public school;

3. Successful completion of the applicable content assessments; and

4. Either:

a. A declared major in the area of certification being sought; or

a. A combination of education, experience, professional development, awards and achievements in the area of certification being sought sufficient to demonstrate subject matter competency as evidenced by a score of ninety (90) points on the HOSSE Index contained within the application form, TC-HQ. Coursework shall be validated on the application by a Kentucky college or university approved by the EPSB to serve as a "clearinghouse" for the purposes of this option.

(4) If a teacher currently holds a professional certificate in the secondary grades, eight (8) through twelve (12), and applies for a certificate extension or endorsement in the same content area for middle school grades five (5) through nine (9), the teacher shall not be required to complete the content assessment.

Section 6. A candidate pursuing certification via an alternative route to certification shall receive the same certificates delineated in Section 4 of this administrative regulation following completion of the appropriate requirements specific to each alternative route.

Section 7. Application for certification or additional certification shall be made on Form TC-1 and shall be accompanied by the fees required by 16 KAR 4:040.

Section 8. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) Form TC-1, rev. 4/2004, Education Professional Standards Board; and

(b) Form TC-HQ, edition 4/2004, Education Professional Standards Board.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40602, Monday through Friday, 8 a.m. to 4:30 p.m. (21 Ky.R. 212; Am. 949; eff. 10-6-94; 23 Ky.R. 1017; eff. 10-3-96; 24 Ky.R. 404; 892; eff. 10-2-97; 2426; 25 Ky.R. 76; eff. 7-13-98; 26 Ky.R. 442; 749; eff. 10-11-99; 27 Ky.R. 1877; 2442; eff. 3-19-2001; 28 Ky.R. 2073; 2344; eff. 5-16-2002; recodified from 704 KAR 20:670, 7-2-2002; 30 Ky.R. 2315; 31 Ky.R. 20 eff. 8-6-04; 33 Ky.R. 823; 1266; eff. 12-1-06.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver G

Action Item:

Request for Waiver of 1/3 of Renewal Requirement for a One-Time Extension of Certificate

Applicable Statute or Regulation:

16 KAR 4:060, Section 1 (5) (a)

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the Education Professional Standards Board waive the requirement that one-third (1/3) of the renewal requirement be completed before a one-time, one-year extension be granted?

Background:

Ms. Peggy Petrone is requesting a waiver of the 1/3 of renewal coursework requirement for a one-year extension of her teaching certificate. Her Professional Certificate for Teaching Exceptional Children—Moderate and Severe Disabilities, P-12, expired on June 30, 2007. Ms. Petrone has earned no graduate hours toward the 15 hours needed for her second five year renewal. Ms. Petrone is asking for this waiver due to her ongoing medical situation. (See under separate cover section for the basis of Ms. Petrone's request.)

Alternative Actions:

1. Approve the waiver request
2. Do not approve the waiver request

Contact Person:

Mr. Michael Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov

Executive Director

Date:

August 27, 2007

Agenda Book

16 KAR 4:060. Certificate renewals and successful teaching experience.

RELATES TO: KRS 161.020, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028, and 161.030 require that a teacher and other professional school personnel hold a certificate of legal qualification for his or her respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. KRS 161.020 provides that the validity and terms for the renewal of a certificate shall be determined by the laws and administrative regulations in effect at the time the certificate was issued. This administrative regulation establishes certificate renewal provisions and the requirements for successful teaching experience for certificate issuance and renewal.

Section 1. Certificate Renewals. (1) If the renewal of a teaching certificate requires the completion of additional academic course work in lieu of teaching experience, the credits shall be selected from the Planned Fifth-Year Program.

(2) Except as provided in KRS 161.030(3), a teaching certificate shall be issued for a duration period of five (5) years, with provision for subsequent five (5) year renewals.

(3)(a) A certificate shall be renewed for subsequent five (5) year periods upon the completion of:

1. Three (3) years of successful teaching experience as established in Section 2 of this administrative regulation; or
2. At least six (6) semester hours of credit or the equivalent in professional development defined in 16 KAR 8:020.

(b) The requirements of this subsection shall apply to teachers who have completed the Fifth Year Program renewal requirements established in 16 KAR 8:020 and 16 KAR 2:010, Section 3.

(4) The renewal requirements shall be completed by September 1 of the year of expiration of the certificate.

(5)(a) Upon expiration, a regular certificate shall be extended for one (1) time for the one (1) year period immediately following the expiration date upon completion of at least one-third (1/3) of the renewal requirements and upon recommendation by the employing school superintendent. The remainder of the renewal requirements shall be completed within the one (1) year period of reinstatement.

(b) Application for the extension shall be made on Form TC-2.

(6)(a) Experience in the armed forces of the United States of America shall be accepted toward the renewal of a teaching certificate in lieu of required teaching experience as established in Section 2 of this administrative regulation, if the applicant held a valid certificate prior to entering military service.

(b) The validity period of a certificate held by a person at the time of entry into the armed forces of the United States of America shall be extended for the same period of time for which it was valid at the time of entry, beginning from the date of discharge.

(7) For a certificate requiring teaching experience for renewal, experience as a substitute teacher shall be accepted in lieu of required teaching experience as established in Section 2 of this administrative regulation if the holder of the certificate:

- (a) Was employed officially by the local board of education;
- (b) Was paid through the board of education; and
- (c) Substituted in his certification area no less than thirty (30) teaching days per semester.

(8) Work experience at the Education Professional Standards Board, Kentucky Department of Education, or other state or federal educational agency with oversight for elementary and secondary education shall be accepted toward the renewal of a teaching certificate in lieu of teaching experience as established in Section 2 of this administrative regulation.

(9) Teaching experience at a regionally- or nationally-accredited institution of higher education in the academic subject area for which the teacher holds certification shall be accepted toward the renewal of a teaching certificate in lieu of teaching experience as established in Section 2 of this administrative regulation.

(10) Application for certification renewal shall be made on Form TC-2.

Section 2. Successful Teaching Experience for Certificate Issuance and Renewal. (1) Successful teaching experience shall be in a position directly corresponding to the type of teaching certificate for which the application is being made.

(2) A full year of experience shall include at least 140 teaching days of employment performed within the academic year.

(3) A half year of experience shall include at least seventy (70) teaching days of employment performed within an academic semester.

(4) The experience shall include employment on at least a half-time basis as defined in 16 KAR 7:010.

(5) The experience may include employment in either a public school or a regionally- or nationally-accredited nonpublic school.

(6) Experience as a home school teacher shall not be accepted as successful teaching experience.

(7) The superintendent of the employing district or chief school officer of the employing nonpublic school shall verify successful teaching experience on the certification application, Form TC-1 for initial certification or Form TC-2 for certificate renewal.

Section 3. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) Form TC-1, rev. 9/2000, Education Professional Standards Board; and

(b) Form TC-2, rev. 9/2000, Education Professional Standards Board.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40602, Monday through Friday, 8 a.m. to 4:30 p.m. (SBE 42.821, .825, .826, .882, .887; 1 Ky.R. 495; eff. 3-12-75; Am. 5 Ky.R. 602; eff. 3-7-79; 11 Ky.R. 628; eff. 11-13-84; 23 Ky.R. 3922; eff. 7-2-97; 24 Ky.R. 1947; 2372; eff. 5-18-98; 28 Ky.R. 248; 626; eff. 9-5-2001; recodified from 704 KAR 20:060, 7-2-2002.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

[Action Item, Waiver H](#)

Action Item:

Request for Waiver of 1/3 of Renewal Requirement for a One-Time Extension of Certificate

Applicable Statute or Regulation:

16 KAR 4:060, Section 1 (5) (a)

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the Education Professional Standards Board waive the requirement that one-third (1/3) of the renewal requirement be completed before a one-time, one-year extension be granted?

Background:

Ms. Heather (Cissell) Turner is requesting a waiver of the 1/3 of renewal coursework requirement for a one-year extension of her teaching certificate. Her Professional Certificate for Teaching in Elementary School, P-5 expired on June 30, 2007. Ms. Turner has earned no graduate hours toward the 15 hours needed for her first five year renewal. Ms. Turner is asking for this waiver due to various situations. (See under separate cover section for the basis of Ms. Turner's request.)

Alternative Actions:

1. Approve the waiver request
2. Do not approve the waiver request

Contact Person:

Mr. Michael Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov

Executive Director

Date:

August 27, 2007

Agenda Book

16 KAR 4:060. Certificate renewals and successful teaching experience.

RELATES TO: KRS 161.020, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028, and 161.030 require that a teacher and other professional school personnel hold a certificate of legal qualification for his or her respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. KRS 161.020 provides that the validity and terms for the renewal of a certificate shall be determined by the laws and administrative regulations in effect at the time the certificate was issued. This administrative regulation establishes certificate renewal provisions and the requirements for successful teaching experience for certificate issuance and renewal.

Section 1. Certificate Renewals. (1) If the renewal of a teaching certificate requires the completion of additional academic course work in lieu of teaching experience, the credits shall be selected from the Planned Fifth-Year Program.

(2) Except as provided in KRS 161.030(3), a teaching certificate shall be issued for a duration period of five (5) years, with provision for subsequent five (5) year renewals.

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(b) The requirements of this subsection shall apply to teachers who have completed the Fifth Year Program renewal requirements established in 16 KAR 8:020 and 16 KAR 2:010, Section 3.

(4) The renewal requirements shall be completed by September 1 of the year of expiration of the certificate.

(5)(a) Upon expiration, a regular certificate shall be extended for one (1) time for the one (1) year period immediately following the expiration date upon completion of at least one-third (1/3) of the renewal requirements and upon recommendation by the employing school superintendent. The remainder of the renewal requirements shall be completed within the one (1) year period of reinstatement.

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(7) For a certificate requiring teaching experience for renewal, experience as a substitute teacher shall be accepted in lieu of required teaching experience as established in Section 2 of this administrative regulation if the holder of the certificate:

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- (b) Was paid through the board of education; and
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(4) The experience shall include employment on at least a half-time basis as defined in 16 KAR 7:010.

(5) The experience may include employment in either a public school or a regionally- or nationally-accredited nonpublic school.

(6) Experience as a home school teacher shall not be accepted as successful teaching experience.

(7) The superintendent of the employing district or chief school officer of the employing nonpublic school shall verify successful teaching experience on the certification application, Form TC-1 for initial certification or Form TC-2 for certificate renewal.

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